

THE MADRAS LEGISLATIVE COUNCIL

Friday, the 23rd March 1928.

The House met at 11 o'clock, the President (the hon. Rao Bahadur C. V. S. NARASIMHA RAJU Garu) in the Chair.

PRESENT:

Marjoribanks, K. C.I.E., C.S.I., I.C.S., The hon. Sir Norman.
 Usman Sahib Bahadur, The hon. Khan Bahadur Muhammad.
 Moir, C.S.I., C.I.E., I.C.S., The hon. Mr. T. E. Campbell, C.S.I., C.I.E., C.B.E., V.D., I.C.S., The hon. Mr. A. Y. G.
 Subbarayan, The hon. Dr. P.
 Muthiah Mudaliyar, The hon. Mr. S.
 Seturatnam Ayyar, The hon. Mr. M. R.
 Abbas Ali Khan Bahadur.
 Abdul Razack Sahib Bahadur, Khan Bahadur S. K.
 Abdul Wahab Sahib Bahadur, Munshi.
 Anantakrishna Ayyar, Rao Bahadur C. V.
 Anjaneyulu, Mr. P.
 Ari Gowder, Mr. H. B.
 Arogyaswami Mudaliyar, Diwan Bahadur R. N.
 Arpudaswami Udayar, Mr. S.
 Basheer Ahmad Sayeed Sahib Bahadur.
 Bhaktavatsala Nayudu, Mr. P.
 Bheemayya, Mr. J.
 Biswanath Das Mahasayo, Sriman.
 Boga, C.I.E., I.C.S., Mr. G. T.
 Chidambaranatha Mudaliyar, Mr. T. K.
 Congreve, Mr. C. R. T.
 Cotterell, C.I.E., I.C.S., Mr. O. B.
 Dorai Raja, Rajkumar, S. N.
 Evans, C.S.I., I.C.S., Mr. F. B.
 Foulkes, Mr. R.
 Gangadharra Siva, Mr. M. V.
 Gnanavaram Pillai, Mr. P. J.
 Gopala Menon, Mr. C.
 Govindaraja Mudaliyar, Mr. C. S.
 Guruswami, Rao Sahib L. C.
 Hamid Khan Sahib Bahadur, Abdul.
 Harisarvottama Rao, Mr. G.
 Kaleswara Rao, Mr. A.
 Karant, Mr. K. R.
 Kay, Mr. Kenneth.
 Kesava Pillai, C.I.E., Diwan Bahadur P.
 Krishnan, Mr. K.
 Krishnan Nayar, Diwan Bahadur M.
 Luker, Mr. A. T.
 Mallayya, Dr. B. S.
 Manikkavelu Nayakar, Mr. M. A.

Marudavanam Pillai, Mr. C.
 Meera Ravuttar Bahadur, K. P. V. S. Muhammad.
 Muniswami Nayudu, Rao Bahadur B.
 Muniswami Pillai, Mr. V. I.
 Muppil Nayar of Kavalappara, Mr.
 Muthuranga Mudaliyar, Mr. C. N.
 Nagan Gowda, Mr. R.
 Nanjappa Bahadur, Subadar-Major S. A.
 Narayana Raju, Mr. D.
 Narayanan Chettiyar, Mr. A. I. Ar.
 Narayanan Nambudripad, Rao Bahadur O. M.
 Obi Reddi, Mr. C.
 Parasurama Rao Pantula, Mr. A.
 Patro, Mr., Rao Bahadur Sir A. P.
 Premayya, Mr. G. R.
 Raja of Panagal, K. C.I.E.
 Raja of Ramnad.
 Ramasamayajulu, Mr. G.
 Ramjee Rao, Mr. V.
 Ramaswami Ayyar, Mr. U.
 Ranganatha Mudaliyar, Mr. A.
 Sahajanandam, Swami A. S.
 Saldanha, Mr. J. A.
 Sami Venkatachalam Chetti, Mr.
 Satyamurti, Mr. S.
 Shetty, Mr. A. B.
 Simpson, Mr., Sir James.
 Siva Raj, Mr. N.
 Slater, C.M.G., C.I.E., I.C.S., Mr. S. H.
 Soundarapandia Nader, Mr. W. P. A.
 Srinivasa Ayyangar, Mr. R.
 Srinivasa Ayyangar, Mr. T. C.
 Srinivasan, Rao Sahib R.
 Swami, Mr. K. V. R.
 Syed Ibrahim Sahib Bahadur, Nattam Dubash Kadir Sahib.
 Tampoe, I.C.S., Mr. A. McG. C.
 Tulasiram, Mr. L. K.
 Vanavudaiya Gounder, Mr. S. V.
 Venkatarangam Nayudu, Mr. C.
 Venkiah, Mr. S.
 Watson, I.C.S., Mr. H. A.
 Wright, Mr. W. O.
 Zamindar of Gollapalli.
 Zamindar of Kallikota.
 Zamindar of Seithur.

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I

QUESTIONS AND ANSWERS.

STARRED QUESTION

Education

Education of Muslim girls in Cuddapah.

* 1784 Q.—K. ABDUL HYE SAHIB Bahadur : Will the hon. the Minister for Education and Local Self-Government be pleased to state—

(a) whether it is a fact that the Muslim ladies of Cuddapah town have made several representations to Government regarding the inadequate arrangements for the education of the Muslim girls in the town of Cuddapah; and

(b) whether the ladies sent a memorial to the Director of Public Instruction praying for the opening of an up-to-date girls' school for Muhammadan girls, and if so, what action has been taken by Government?

A.—(a) Two memorials were received on the subject.

(b) Copies of the memorials addressed to Government were received by the Director of Public Instruction. The question of facilities for the education of Muslim girls in Cuddapah is under the consideration of the Director.

UNSTARRED QUESTIONS

Police

Sub-Inspectors of Police in South Kanara.

1785 Q.—Mr. K. R. KARANT : Will the hon. the Home Member be pleased to state—

(a) the number of sub-inspectors of police in the district of South Kanara;

(b) the number out of these who are qualified for the post of Inspectors of Police;

(c) the qualifications necessary for the post of an Inspector;

(d) whether it is a fact that one Mr. Padmappa, Sub-Inspector (at Mangalore Town station), has been recently exempted from the qualifications for a Police Inspector;

(e) what are his qualifications for the post and what are the reasons for the exemption;

(f) why was such exemption granted when there were qualified men;

(g) has the District Superintendent of Police granted a certificate to the effect that there are no other qualified men in the district; and

(h) what steps do the Government propose to take to cancel the exemption and to see that injustice is not done to the large number of competent men in the district?

A.—(a) Twenty-nine is the sanctioned strength.

(b) & (c) Any Sub-Inspector who possesses the minimum educational qualification of a completed Secondary School-Leaving Certificate, or has been exempted by the proper authority, and whose work has been found to justify advancement, is eligible for promotion to Inspector.

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- (d) Mr. R. Padmappa was exempted by Government from the provisions of Article I of the Public Service Notification.
- (e) The exemption was granted as, in the opinion of the Inspector-General of Police, Mr. Padmappa was best fitted for promotion and was otherwise qualified for the post.
- (f) The Inspector-General of Police reported that there was a great dearth of good Kanarese Sub-Inspectors fit for promotion to Inspector's rank.
- (g) The Government have no information.
- (h) The Government do not propose to cancel the order of exemption.

Alleged irregular conduct of Police in Kistna.

1786 Q.—Mr. J. A. SALDANHA : Will the hon. the Home Member be pleased to state—

(a) whether the Government have received a representation from one A. Somayya about the alleged neglect of the police authorities to make enquiries on his petition into the alleged irregular conduct of the Deputy Superintendent of Police and other police officers in the Kistna district;

(b) whether the attention of the Government has been drawn to the strictures passed by the High Court in their judgment in the criminal appeals Nos. 593, etc., of 1927 (called the Guntur counterfeit case) on the same Deputy Superintendent of Police and other police officers; and

(c) what action has been taken against the police officers in question?

A.—(a) Yes.

(b) Yes.

(c) Charges were framed against the officers concerned and their explanations taken. These are under consideration.

[*Note.*—An asterisk (*) at the commencement of a speech indicates revision by the Member.]

II

COMMUNICATION TO THE COUNCIL.

The Secretary laid on the table copies^a of G.O. No. 962, I. & M., dated 29th February 1928, reviewing the annual consolidated audit report on the accounts of local bodies for 1926-27.

III

MOTIONS ON THE BUDGET FOR 1928-29.

DEMAND XVI—PORTS AND PILOTAGE.

* The hon. Mr. A. Y. G. CAMPBELL :—“Mr. President, Sir, on the recommendation of His Excellency the Governor I beg to move

‘that a sum not exceeding Rs. 33 lakh be granted to the Government under Demand No. XVI—Ports and Pilotage.’”

* The hon. the PRESIDENT :—“The question is that Government be granted a sum not exceeding Rs. 33,000 under Demand XVI—Ports, and Pilotage.”

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* **Mr. J. A. SALDANHA** :—" Mr. President, Sir, I beg to oppose this motion altogether for this reason. As I pointed out more than once before, the Government have not brought on the budget the receipts and revenues of the various ports or the landing and shipping fees which are under the administration of the landing and shipping committees. These committees are not recognized by law or warranted by any enactment. As long as there is no statutory provision for bringing these revenues under some local body which is authorized by law, they ought to be brought on the budget estimates to be placed before the Council. What I urge is that this administration by these local bodies is one which is not at all provided by law and it is therefore unconstitutional and illegal. We have full authority to have control over these revenues and also their administration. We are aware that this administration is carried on by these bodies the members of which are nominated by Government. The administration of these committees is carried on arbitrarily. The will of the Port Officer or the Collector who is the ex-officio President of these committees is law and the other members who are nominated by Government are bound by the will of the Port Officer or Collector whose will is arbitrarily or despotically exercised; these nominated members have no freedom to act as they like or oppose any measure effectively. I therefore beg to contend that these receipts which come to about several lakhs from the various ports should be brought under the control of this House. I brought a cut motion under this grant. Where they have disappeared I do not know . . . "

* **The hon. the PRESIDENT** :—" Order, order. If the hon. Member had given notice of cut motions and if they did not appear in the list of motions already circulated, he ought to have brought it to my notice or to the notice of the Secretary, instead of complaining to the House now without giving me an opportunity of examining the question."

* **Mr. J. A. SALDANHA** :—" I came to know of it only to-day, Sir."

* **The hon. the PRESIDENT** :—" The papers were circulated to hon. Members long ago."

Mr. K. R. KARANT :—" I may submit, Sir, that Demand XVI has not been circulated."

* **The hon. the PRESIDENT** :—" If all the demands were sent and if the hon. Member did not find that demand he should have asked the Secretary to circulate it."

* **Mr. J. A. SALDANHA** :—" My own recollection is that I sent in cuts on this demand."

* **The hon. the PRESIDENT** :—" Order, order, this is not the time for the hon. Member to raise the question. He may proceed with the next."

* **Mr. J. A. SALDANHA** :—" I am entitled to oppose the motion for the reasons which I have given."

* **The hon. the PRESIDENT** :—" The hon. Member was called to order when he complained about the non-appearance of his motion in regard to this demand."

* **Mr. J. A. SALDANHA** :—" I think I am entitled to oppose this motion as a whole."

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* Mr. ABDUL HAMID KHAN:—"I oppose this grant for the reason that even though the attention of the Government has been brought more than once to this question, the Government persist in keeping out Indians who have been qualified to the higher services in this department. I don't know why Government continues to allow these services only for a particular community and that is the Anglo-Indian community even though there are in the Madras Province people who have been serving the department for a longer time and who have more experience and over whom the juniors have been put. Yet the Government have not taken any action in regard to this. I therefore oppose this grant, Sir."

* Mr. K. R. KARANT:—"I support the opposition of my hon. Friend, Mr. Saldanha, in regard to the constitutional point raised by him. This question was brought before the Government last year and so far as we are able to see there is no authority for the Government to omit altogether the income and expenditure of the various ports relating to the landing and shipping income. I think there is no statutory authority for the constitution of these committees; and even though there is such authority by which these committees are formed their income and expenditure should be shown in the budget. It is for the Government to explain why this has not been done."

* The hon. Mr. A. Y. G. CAMPBELL:—"Mr. President, Sir, this is a demand for a grant for the office of the Agent for Government Consignments. I was given no notice that any objection would be raised to this grant. The landing and shipping fees to which reference has been made are excluded local funds and therefore under the ordinary rules they are not included in the budget of the provincial revenue and expenditure. The question of the amendment of the Act so as to give landing and shipping fees committees a greater statutory basis than they have at present is under the consideration of Government. As the staff to be provided under this grant is only the subordinate staff under the Agent for Government Consignments, I don't think it is relevant to criticise the Government regarding the community of Port officers."

* The hon. the PRESIDENT:—"I take that the House is ready for a vote. The question is that Government be granted a sum not exceeding Rs. 33,000 under Grant XVI—Ports and Pilotage."

The motion was put to the House and carried and the grant made.

DEMAND XVII—SCIENTIFIC DEPARTMENTS (OTHER THAN
HYDRO-ELECTRIC SURVEYS).

* The hon. Dr. P. SUBBARAYAN:—"Mr. President, Sir, on the recommendation of His Excellency the Governor I move

'that the Government be granted a sum not exceeding Rs. 56,000 under Demand XVII—Scientific Departments (other than Hydro-Electric Surveys).''"

* The hon. the PRESIDENT:—"The question is that Government be granted a sum not exceeding Rs. 53,000 under Demand XVII—Scientific Departments other than Hydro-Electric Surveys."

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* Mr. J. A. SALDANHA :—" Sir, I beg to move

' for the reduction of the allotment of Rs. 53,500 for provincial museums by Rs. 100,' to press for improving the present museum and develop the museum in every district so as to include industrial and art exhibits.

" Sir, we may be proud of the Madras Museum and so far as the exhibits under the heads of archæology, technology, art potteries and many other things of a more or less antiquarian character, the collection there is one which beats all such collections so far as I know of any other museum in India, except perhaps the Victoria Institute in Calcutta which I have not seen. Then, there is besides the Victoria Technical Institute in Madras close to the museum. The exhibits in it under a few heads for instance, wicker work, etc."

* The hon. the PRESIDENT :—" Does the Victoria Technical Institute come under this grant ? "

* Mr. J. A. SALDANHA :—" It does not come. What I wish to say is

" The hon. the PRESIDENT :—" I point out to the hon. Member to confine his remarks to the museum and the proposed museums in the districts."

* Mr. J. A. SALDANHA :—" This museum contains hardly anything in the direction of industries. I may be told that there is the Victoria Technical Institute in which there are a number of industrial exhibits. What I say is those exhibits are on a limited scale and they are more or less what may be called art industries . . . "

* The hon. the PRESIDENT :—" I am afraid the hon. Member is persisting in pursuing his thesis on the Victoria Technical Institute. I am sorry I cannot allow the hon. Member to continue to give this House a description of the Victoria Technical Institute."

* Mr. J. A. SALDANHA :—" Therefore, Sir, the museum in question or any other contains hardly anything that would enlighten us on the industrial development of our Presidency. For instance, I have enquired and tried to find whether there are exhibits of khaddar. The other day some members on the other side and Sir James Simpson were surprised to find that all the fine clothing that was worn by Mr. Satyamurti was khaddar."

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a. m.

" If these products of the highly developed industries in this province are gathered and exhibited in this museum, surely Sir John Simon,—I mean Sir James Simpson (laughter)—would not have been surprised. Sir, even Sir John Simon would have done well to have gone there. He must have visited this museum if he really wanted to know what the industrial development of this province was, and he would evidently have found that khaddar means something superior—not rags of an inferior character. Sir, we have been complimented by Sir James Simpson the other day on the fineness of khaddar, and . . . "

* The hon. the PRESIDENT :—" I am afraid the hon. Member is trying to reply to a speech made by Sir James Simpson the other day. I do not think the hon. Member will be in order in trying to reply to the speech made on that day."

* Mr. J. A. SALDANHA :—" Well, Sir, I will come to the other item then. (Laughter.) I won't take much time. To take one instance, Sir, of an

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industry in which myself and some other members are interested and one of the important industries,—match industry. When there was a question of a grant-in-aid to the match industry, some Members of the Industries Board were not prepared to make this grant. But after some discussion on that subject, at the meeting, I induced them to wait for an opportunity to find out all the factories that were here. We asked for the information on the subject and we could not get it off-hand. The question was whether we could anywhere get information on this subject. We could not. Now this museum should be so equipped that we can get the right information as to the matches produced in this Presidency.

“Yesterday, Sir, I went there to ascertain whether, after my criticisms of the present method of giving out information and showing exhibits of our industries, there was anything of the sort in the Madras Museum. Nothing of the sort could be found there. I think any person interested in the development of the match industry is entitled to get in this museum, the only museum in this Presidency, or any new one, the information he wants through some exhibits of the matches made in this Presidency. So, also with other industries. I think, therefore, that it is high time that, in order to encourage giving publicity to, and serving as an incentive to, the development of the industries, we should have an industrial museum and that our museum should be developed to such an extent that it includes exhibits of all the main industries, such as matches, tile manufactures and several others, which are somewhat developed but yet are struggling for an existence. I may mention also here the paper industry. Can we at present get an idea of the extent to which the paper industry is developed in this Presidency.”

MR. C. GOPALA MENON :—“This, Sir, is only a speech on the industrial development of the Presidency and has nothing to do with the work of the museum.”

* MR. J. A. SALDANHA :—“I think we cannot get an idea of it, if my hon. Friend were to want an idea of what sort of paper is manufactured in this Presidency. Therefore, Sir, I want an industrial museum. It is strange that my hon. Friend, Mr. Gopala Menon, should have put this question, he being the representative of the industrial interests of this Presidency. That he should question my right to speak on this subject is rather surprising. My object, Sir, is to have an industrial museum in Madras. I am very much astonished at this attitude of my friend. I am afraid he is going to cross the floor from the new party (laughter). I could not be the member of such a party at all (renewed laughter) as would be so oblivious to the interests of our Presidency and country. We must have an industrial museum. What is the use of industrial museums in London and not in this city? We are spending lakhs of rupees in London on industrial museums, and on that famous institute called, Imperial Institute in London, Indian money is spent there, when we cannot get an idea of the products in this province and what we can manufacture in this province. Sir, we are devoting much of our time in this Council talking higher politics. We are spending much of our time on so many other questions but on this matter, I am sorry, that we are showing a lack of interest and an indifference which is criminal. It was rather neglectful on the part of our Industrial Member in this Council not to have raised this question he being a neighbour of the museum. Therefore, Sir, I appeal to this House to bear this question in mind and make it a

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central point of our efforts to enlighten the public of the merits, defects and difficulties of our industries, as well as the improvements needed in our industries. We should have an industrial museum not only in this city but also in every important centre of this Presidency to give us and outsiders an idea of the industrial developments of each district. It should not be necessary that we should have to go to the city of Madras to find out how far the textile industry and other industries have progressed. For instance we have got a lot of industries in South Kanara. How can a gentleman going to South Kanara get some idea of the industries there without a museum? He need not go round if there is a museum there and then he comes to know of all that is produced in South Kanara at a glance. In England and in Europe this means of encouraging industries is resorted to to a large extent, in order to rouse the interest of the people and to show in what ways they should improve. That is one of the great objects of museums and that is why they have them in every great centre of Europe. So, Sir, I urge that this subject may be taken into consideration by the House. I urge that they should pay more attention to it, if they have not paid any attention to it at all so far, and provide us,—gradually, of course—with money for the purpose indicated by me.”

* Mr. C. GOPALA MENON :—“ Sir, I think, Mr. Saldanha misunderstood me when I brought to his notice that he was dilating upon the industrial development of this Presidency rather than speaking on the cut motion which he has given notice of, viz., with regard to the development of the work which should be carried on in the Madras Museum. It was not at all my intention to decry the utility of having industrial exhibits shown in the Madras Museum. Mr. Saldanha said he went through the Museum yesterday. If he had only gone a little further and gone through the Victoria Technical Institute . . . ”

Mr. J. A. SALDANHA :—“ I went there and I have a list with me.”

* Mr. C. GOPALA MENON :—“ If he had gone there, he would certainly have seen the Industrial and Arts Exhibits shown there in that magnificent building adjacent to the museum. I expected Mr. Saldanha, who is an enthusiast on the subject on which he is speaking, to show to the Government or bring to the notice of the Government the work and the direction in which the work in the museum should be enlarged. I do not see that the work of the museum has been greatly enlarged. If there is a great deal to be done, it will have to be done rather slowly and steadily. I know there is a great deal to be done, and probably the provision made in the budget is inadequate for the purpose. When Mr. Edgar Thurston was the Superintendent of the Madras Museum, he used to make periodical visits through the country to find out where articles could be bought and brought to the museum. I do not know whether that sort of work is still carried on. Unless such keen interest is taken by the officers of the museum, in touring for finding out rare articles for the museum—for the purpose for which I think a museum is intended—I do not think the utility of the museum could be brought to its perfection.

“ It is understood that the present incumbent, the Superintendent of the Museum, is shortly to be translated into other sphere of work. If that is true, then I say the efficiency of the work will suffer, because an expert of

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that kind should always remain at the Museum to carry on the work, the qualification for which office should be of a very high order.

“With regard to the second part of the resolution, viz., starting district museums and including industrial and art exhibits in these museums, the hon. Mr. Saldanha did not say anything about it. It is a very good idea to have museums in each centre, but, if we consider the expenses, I do not know whether it would be possible to have an ideal museum started in every district. It is probably useful to have one museum attached or one museum started, say, one in the south, and one in the north or in the west of the Presidency. With regard to the art and industrial exhibits, the best way of educating the public is by having floating museums or periodical exhibitions. People who have gone through the Congress Exhibition at the Spur Tank last December would have been struck by the display of works of various kinds that were exhibited there. Work of that kind is now carried on in the Victoria Technical Institute and a great deal could be done by developing the work of the School of Arts as an adjunct to that institute. What we want is similar institutions to bring out to the notice of the public who are engaged in certain kinds of work the utility of these articles manufactured in various parts of the Presidency and not only of the Presidency but also other parts of India. I would, therefore, bring it to the notice of the Government if this motion is going to have any effect at all to induce the local bodies such as the municipalities and district boards to organize periodical exhibitions for the purpose of educating the masses of the country.”

* Mr. K. V. R. SWAMI :—“With regard to the second part of the motion, Sir, my submission is that unfortunately the Government always thinks that everything is to be concentrated in this city and nothing should be spared for the mufassal. They seem to think that there are no museums there at all. They always provide moneys for this museum in Madras and spend half a lakh on it. Not even a pie is provided for the mufassal museums. Might I remind the hon. the Chief Minister of the old museum at Rajahmundry? This museum, Sir, was built in 1862 by the Government; it was shovled on the poor municipality. The municipality was managing it by spending more than Rs. 1,000 a year and when it was about to go into ruins, they presented an address to His Excellency Lord Willingdon, when he came there. This, His Excellency promised to consider sympathetically,—that is the stereotyped answer given always. Then as soon as His Excellency reached Madras, the whole thing was forgotten and when we approached for a grant, they said that the financial stringency would not allow of any such thing. The municipality spent more than Rs. 10,000 and got the same repaired.

“Now, Sir, year after year so much money is provided, nearly half a lakh for the museum at Madras, and nothing for the other museums. Even the duplicate exhibits are not given to the other museums, and when we approached the Superintendent, he said they could not be spared. The hon. the Chief Minister himself was at Rajahmundry, but I do not know if he still remembers it. The Government always think only of the museum in this city, and never of the mufassal museums. Therefore, my submission is that something should be provided for the mufassal museums also, and steps should be taken to establish a museum somewhere in the south. Gradually these museums should be developed. As my hon. friend Mr. Saldanha put it, the object of having these museums is not to exhibit toys there; but they

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are intended for the exhibition of provincial and local productions so that any stranger that goes to those places may know what things are actually manufactured there. So, a branch may be opened in the south and encouragement may be given to the other existing museums in the mufassal. Steps should be taken to develop the idea of having district museums on a small scale, though not on a large scale, just like the City museum."

* Mr. A. KALESWARA RAO :—" Sir, with regard to the second portion of the resolution, I also endorse the views of my hon. Friend Mr. Swami. There is a museum at Bezwada constructed in honour of Queen Victoria's Jubilee, and it is used only for the presentation of addresses to His Excellency whenever he comes there or for some official meetings or dinner parties or for the controversial meetings of the District Board where deadlocks are created, and some such purposes. Except for those purposes, the museum is out of use altogether. It was run well at one time and there was a small industrial school there, and locally made articles of fine art and other archaeological things like Lord Budha's picture that were found in the vicinity of Bezwada among the Buddhistic ruins were all exhibited. That locality is a nice one and the building is fresh; but nothing is done to make it an useful institution. I submit, Sir, that it may be taken up by the Government as a centre for industrial and agricultural exhibition. The agricultural and industrial products of the district may be constantly kept there and thus a stimulus may be given to the development of agriculture and industries in the district. Some other products obtained from this Presidency may also be exhibited there. No doubt some progress has been made in various kinds of industry in the district here and there; but, for want of sufficient encouragement, those industries are dying out. Particularly, of late, there has been much progress made in the way of producing fine khaddar in that district. If such things are kept there, I am sure the public will be benefited by their exhibition, and the industry will be encouraged. I therefore submit that this question of encouraging museums wherever they already exist and establishing museums—in some important centres to begin with—in the various districts of the Presidency should be taken up by the Government in right earnest, and I have therefore great pleasure in supporting this motion."

* Mr. A. RANGANATHA MUDALIYAR :—" Mr. President, Sir, I wish that the hon. the Minister for Development had intervened in this debate; for, I think, thereby he would have avoided a good deal of the discussion that has taken place on this question. The matter, Sir, that has been discussed now would, to some extent, fall under 'Industries' proper. My hon. Friend over there wanted an industrial museum, but what my hon. Friend Mr. Kaleswara Rao suggested amounted to the same thing, viz., the establishment of an emporium. . . ."

* The hon. the PRESIDENT :—" He wanted a museum of district boards."

* Mr. A. RANGANATHA MUDALIYAR :—" It may be another kind of museum, Sir, that may come later on."

Mr. G. HARISARVOTTAMA RAO :—" It is there already, Sir."

* Mr. A. RANGANATHA MUDALIYAR :—" But at present we are confining ourselves to the establishment of museums where various kinds of articles that are manufactured in the province may be collected and exhibited for the

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benefit of the people. Such a scheme, Sir, is under the consideration of my hon. Friend the Minister for Development."

* Mr. S. SATYAMURTI :—"How do you know?"

* Mr. A. RANGANATHA MUDALIYAR :—"The papers are there, and I take it they are under consideration now."

* Mr. S. SATYAMURTI :—"Even then, how do you know?"

* Mr. A. RANGANATHA MUDALIYAR :—"Well, Sir, since it is not contradicted, I take it that is the case. I think, Sir, instead of trying to establish a museum in each district centre—which would be a proposition beyond possibility just now—I would very much suggest that we concentrate our attention on, say, the headquarters of the province and there collect all articles which are being manufactured in the various parts of this province. For that purpose, the Government can very well utilize the special officer now engaged in carrying on a survey of the cottage industries in the several districts; and if his services are utilized, it will be very easy for them to collect objects for the museum as the survey proceeds, and if those objects are collected and kept in one place with a sheet attached to each of them describing where it is available, at what price it can be had, and giving other details, I think, Sir, the object which my hon. Friends have in view will be amply fulfilled."

* Mr. L. K. TULASIRAM :—"This question, Mr. President, relates to the concentration of a museum at the metropolis. So far as my knowledge goes, there was a proposal to convert the Tirumal Naick's Palace at Madura into a big provincial museum for the southern districts. I know Diwan Bahadur Raghunatha Rao and several members who were appointed at that time to go into this question—I refer to the year 1895 or 1896—actually went there and wanted to convert the Tirumal Naick's Palace into a provincial museum for the whole of South India. Sir, the object of this provincial museum is to collect the rare industrial exhibits and art exhibits of South India, so that it may stimulate the trade and foreign commercial relations may be established. As a matter of fact, the wood-carvings of Madura are having a very great demand in South America and in Brazil. The silk-worm insects, the curios and other things for which Madura is noted have very often been highly appreciated during the Delhi Art Exhibition. It was Sir James Watt who came to Madura and made a very large collection of the rare artistic indigenous exhibits which are produced by the artisans of Madura. Even now, Sir, in decorating the Imperial City of Delhi. His Excellency the Viceroy marked the Madura and Trichinopoly districts as the two centres where a collection of kin-kops, silks and Madapalam and the old art tapestry for which South India is remarkable could be collected. Sir, when I heard Mr. Ranganatha Mudaliyar suggesting the establishment of a good museum, I thought that fifteen months had been wasted by him. Now, Sir, he comes and suggests that the present Minister for Development should bestir himself and do something. Sir, I pity only this gentleman. No doubt, Sir . . ."

* Mr. A. RANGANATHA MUDALIYAR :—"Both of us!"

* Mr. L. K. TULASIRAM :—"All right, I pity both of you. They have not both of them moved their little finger to do anything in this matter. At the time of the March meeting—which I call the Ides of March—we are

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all here like so many specimens for exhibition in museums. Yet, nothing has been really done. Sir, Rs. 53,000 would not suffice to purchase 53,000 exhibits. What is this Rs. 53,000 for; not only for 'provincial' museums but also for hydro-electric surveys!"

* The hon. the PRESIDENT:—"This is for Scientific departments other than Hydro-electric surveys."

* Mr. L. K. TULASIRAM:—"I am sorry I did not notice the words there. Rupees 53,000 would not go a long way. We are spending lots of money on purposes which do not go to develop the nation-building industries. Really, Sir, if the Government are in earnest, something should be done, some beginning should be made, a provincial museum should be immediately started at Madura for which already there have been proposals for the last 27 or 30 years. I simply say all this to show that as one interested in the development of arts in the Presidency, I join my Friends who spoke on this motion, and I believe this House will carry this out."

* The hon. Dr. P. SUBBARAYAN:—"Mr. President, Sir, I did not know with what intention my hon. Friend from South Kanara gave notice of this cut. But as he proceeded with his arguments, I found that he was more interested in the Victoria Technical Institute, and his cut motion has more reference to the exhibits in the Victoria Technical Institute than to the museum, which is under the Education department. The museum is really intended for the exhibition of old coins and archaeological and ethnological exhibits and not industrial exhibits. That, as my hon. Friend, the ex-Minister for Development, has pointed out, is more a point for the department of Industries than for the department of Education."

* Mr. K. V. R. SWAMI:—"They should be excluded from museums."

* The hon. Dr. P. SUBBARAYAN:—"I did not say so. Probably the hon. Member did not follow me. What I said was that the Madras Museum is confined to historical and ethnological exhibits. If my hon. Friend from Rajahmundry had taken the trouble to go and see the museum, he would have found of what great value the Madras Museum is to students of history and ethnology in this province. My hon. Friend, Mr. Swami, referred to museum in Rajahmundry. I am very sorry that I had not the time to pay a visit to the museum, but, as Mr. Gopala Menon rightly pointed out, these museums at district headquarters are objects with which the local bodies are concerned. If the local bodies really take an abiding interest in the development of museums, I am sure the Government also will come in to help them to make these museums useful to the citizens who visit them. But instead of taking the initiative themselves—which ought to be the case, as Mr. Gopala Menon rightly pointed out—they are always trying to attack the Government on the question of the museum at Madras."

"Mr. Kaleswara Rao referred, Sir, to the museum building in Bezwada. That I had the pleasure of visiting in the company of Mr. Kaleswara Rao himself, and I was pleased to find that they had some exhibits there which are really worth seeing, especially the archaeological things they had dug out in the vicinity of Bezwada. But about the controversial politics of the district board, I do not think it is right or proper to discuss on this cut motion; because I do not think they have anything to do with this cut, except perhaps, as my hon. Friend Mr. Hamid Khan observed, that they

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might be good exhibits in a museum. Anyhow, as I said, the question of museums in district headquarters is one for the local bodies concerned; and if local bodies really take the initiative and work up museums, I am sure my hon. Friend the Finance Member will have no objection to give them adequate grants, to see that these museums become useful. But, as my hon. Friend the ex-Minister observed, the question of having industrial exhibits in museums was considered by him, and I do not know at what stage the file is in regard to this matter. I know, however, that we did think of having industrial exhibits, especially in relation to the enquiry that is now being made with regard to the development of cottage industries in this Province."

* The RAJA OF RAMNAD :—" May I ask the hon. the Minister, Sir, through you, whether it is only a pious wish that local bodies should undertake the formation of these museums in district headquarters, or whether, under the existing Act, such a thing could be done ? "

* The hon. Dr. P. SUBBARAYAN :—" I am afraid, Sir, the hon. Member has not been listening to what I said. What I said was that the initiative ought to come from the local bodies concerned."

* The RAJA OF RAMNAD :—" If it is not permissible under the present Act for the local bodies to embark upon such schemes, may I know how the initiative can come from them ? "

* The hon. the PRESIDENT :—" Order, order. I cannot allow questions being put and answered at this stage.

" The question is to reduce the allotment of Rs. 53,000 for ' Provincial museums ' by Rs. 100."

The motion was put to the House and lost.

* The hon. the PRESIDENT :—" I shall now put the demand to the House.

" The question is that Government be granted a sum not exceeding Rs. 56,000 for ' Scientific Departments (other than Hydro-Electric surveys) ."

The question was put and carried and the grant made.

DEMAND XVIII—EDUCATION (RESERVED).

* The hon. Khan Bahadur MUHAMMAD USMAN SAHIB Bahadur :— 11-45
" Mr. President, Sir, on the recommendation of His Excellency the Governor a.m.
I beg to move

' that Government be granted a sum not exceeding 7.66 lakhs of rupees under Education (Reserved) '."

The hon. the PRESIDENT :—" The question is Government be granted a sum not exceeding 7.66 lakhs of rupees under ' Education—Reserved—European. ' "

The demand was put to vote and carried and the grant made.

DEMAND XIX—EDUCATION (TRANSFERRED).

* The hon. Dr. P. SUBBARAYAN :—" Mr. President, Sir, on the recommendation of His Excellency the Governor I beg to move

' that Government be granted a sum not exceeding 181.74 lakhs of rupees under Education (Transferred) '."

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* The hon. the PRESIDENT :—" I wish to know whether the House want this motion to be guillotined at 5 o'clock to-day or do they want the discussion on the motion to be carried over to Monday next."

The House signified its intention to have the motion guillotined at 5 o'clock itself.

* Mr. G. HARISARVOTTAMA RAO :—" Mr. President, Sir, I rise to move

'that the allotment of Rs. 1,79,24,600 for Education---Transferred be reduced by Rs. 100.'

"This is to record the disapproval of the educational policy of the Government. I am aware, Sir, that this is a subject about which a great deal of advertisement is continually going on. The first great achievement to which Government will point out as embodied permanently in the administration report of the Government is the increased facilities that the Government has created in the country for education. They tell us that the total number of institutions and the total number of scholars attending these institutions have increased by 6 per cent and 7·7 per cent over last year's figures. Again, if you take the quinquennial report, you will find that they try to make out that between 1921 and to-day there has been very material advance in the increased expenditure on education by half a crore. No doubt after the department was transferred there has been a scramble for money on the part of Ministers to justify their existence whether they are able to carry out anything effectively or not. To this scramble the Reserved half has conceded, without detriment to their own interests, a somewhat advantageous position. But I am sorry to note that all that glitters is not gold.

"Sir, this expansion took place under a report got ready by the then Special Officer who was deputed to do this work by my hon. Friend the Finance Member. The Government declared that all unprovided areas will be provided with education, and a survey was made. What was the result of the survey? Grants were made and a large number of schools were intended to be started. And one of the experiments in the direction of starting primary schools was the experiment of single teacher-managed schools. These single teacher-managed schools are now thoroughly condemned by two authorities. One is Mr. Grieve, Acting Director of Public Instruction who says that the time has come to reconsider the situation. The Special Officer who was appointed to investigate into the condition of elementary education in this Presidency—Mr. Statham—has definitely called into question the whole primary education policy. He considers the provision that has been made as very inadequate. According to him there are still 43·60 lakhs of children unprovided for. Even the enhanced expansion is not adequate and there is the testimony of officials in support of this; that very little headway has been made.

"With regard to the removal of illiteracy Mr. Statham has gone further and summed up the whole question. He considers that in respect of the new Act practically no headway is being made against illiteracy. There is some more gold still. 'There has been large increase in the public expenditure, in the number of elementary schools and in the number of pupils who have attended schools for some portion of the elementary course, but there has been no appreciative increase in the number of pupils who attend for

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sufficiently long periods to become permanently literate.' Then there is the scathing criticism of the whole policy. 'Sixty lakhs of rupees are being spent ineffectively each year' upon these inefficient institutions. Mr. Statham has taken account of schools particularly in four districts and he comes to the conclusion that in the four districts out of 5,436 elementary schools established there are 2,745 single teacher-managed schools. That is more than 50 per cent. That is to say, the so-called expansion of elementary education is inefficient to that extent. That is the result of the investigations that have been carried on by no less an authority than the Special Officer appointed for this purpose.

"Now, Sir, there is the other charge made about this educational policy. The whole system is improperly staffed. That is the charge that the Special Officer makes. At page 20 of the report he says that 'the village school-master should ordinarily be not only a villager himself but also a villager specially trained to adapt his instruction to rural conditions. If the teaching of agriculture through education requires a trained teacher so also the teaching of education through agriculture requires a trained teacher. Now it can be proved that expansion by improperly staffed schools are equally wasteful and ineffective.' With regard to 'training' Government may contend that they are day in and day out expanding training facilities. But pray, what is the teacher that is turned out by these training schools. Though Mr. Statham lays emphasis upon training he does not lay emphasis upon the effectiveness of the present training. He lays emphasis, if at all, on the fact that training should be improved if the trained teacher should be of any use. He accepts that trained teachers should have a knowledge of science. If you look at the quinquennial report you will find that it makes mention of compulsory subjects alone being taught. The general scientific subjects are not taught in the schools, much less is there any attention paid to physical training and spiritual instruction. That is the report of the Government. How are these trained men fit to do their work when the training of these men is nothing but unsatisfactory. The trained teacher that is appointed by the local boards is nothing but a misnomer. I have visited a large number of local board schools, examined the classes and found that the ordinary trained teacher, a man who has undergone training in the training schools, has absolutely no knowledge of the subjects that he teaches. The quinquennial report as well as Mr. Statham's report make it an essential condition of all primary education that there should be a rural bias. What is the rural bias that these teachers have except the rural bias of joining this party or that party, and except the rural bias that has been imparted by British administration of justice, that is, of creating litigation. He knows very little of rural tradition. He knows little of local geography, local ballads, local literature and less of the needs of the locality. That is the kind of teacher that is now employed. Fancy a school master who is unable to teach even the rudiments of arithmetic, the very place value of numerals. Yet he is there as a trained teacher. The system stands condemned in more ways than one and therefore the improperly staffed schools are no credit to Government. The mere number of students, scholars, teachers and schools is no index of the efficiency of the policy of the Government with regard to education.

"There is another complaint regarding our elementary educational system. There is a multiplicity of educational agencies and institutions, noon. 12

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The quinquennial report shows that the Police department, Jail department, the Fisheries department, the Registrar of Panchayats, the Salt department, the Forest department and the Labour Commissioner have all something to do with education. In a village you find separate schools for Hindu boys, Hindu girls, Muhammadan boys, Muhammadan girls and Adi-Dravidas or Adi-Andhras. Unfortunately the Adi-Andhras have not demanded separate schools for their girls. If that also is taken into consideration, there will be six schools in the village. Of course the answer to this criticism would be that in the social circumstances around us we could not do better. But better provision could be made to minimise these things, for instance, Mr. Statham, who pays great regard to the unfortunate sentiment that has crept into this country of separate education for boys and girls, says that in the lowest standards from standard I to standard III there can be common education and that it would be the ideal arrangement to employ women to teach these boys and girls. It is not against the traditions of this country at all to have such common education. As a young boy I was reading in a school where there were a number of girls also reading with me; I do not believe that either those girls have grown up to be worse women or we have grown up to be worse men than the boys and girls educated in separate schools. So many sectional schools are really the cause of inefficiency. The depressed classes are hugged to the bosom of the Government in a very paternal way, and we are told that so many schools are opened for them, so many scholars are reading there and so on. But in fact the ignorant urchins of the depressed classes are left in charge of more ignorant men and that is the education that these depressed classes receive. This is not the way of elevating the depressed classes giving them ineffective education and putting the students in charge of instructors who are to be instructed themselves in the A, B, C of the three R's. The best way of giving them education is to establish boarding homes and hostels for them. Of late in Nandyal two boarding homes have been established for the Adi-Andhras and Government might well copy that example on a large scale and I have no doubt that that is the only way in which they can get real and beneficial education instead of ineffective nominal education that fire them up for nothing except begging and that does not help them to take to the ordinary walks of life to which they have been accustomed. They do not get beyond the alphabets and yet they would feel it beneath their dignity to attend to the ordinary walks of life their class is used to. What is really necessary for the amelioration of the depressed classes is not a number of schools scattered all over the country under inefficient management and staffed by inefficient teachers but good boarding houses. I challenge those who talk of their education to give me an example of a boy that will be equal to the boys in the taluk board boarding schools of Nandyal. They are excellent boys. I have examined them and found that they are equal to the brightest boys in the brightest school. Therefore it is really parsimony to be wasting the money upon the education of the kind that has been condemned by experts already instead of expanding facilities in a better direction.

"Then, Sir, the hon. the Minister for Education when he began his career was against 'brick and mortar' sort of education. He was then feeling in national terms and thinking that brick and mortar was not education. I am sorry he has slipped away from that ideal to the extent to which

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I can judge him. There is provision made this year for a crore of rupees for buildings. Already 41 per cent of the schools are housed in their own buildings. But why should one crore be spent further, I do not know. School life must be simplified. Whether the school is for a village having a population of 300 or 500, to say that there should be a building of the type design is an absurdity. It will not hold water from the educational point of view. The whole thing is to be simplified.

"Coming to the finances of elementary education, it is true that half a crore of rupees has been gained during the past five or six years by the department. But what is the plight of the poor taluk board presidents or taluk board teachers? What is the way in which the Government are doling out money to them? There is a great deal of trouble in giving the money in instalments, not in advance. I must leave this matter for the experts to deal with, and I am sure the experts will deal with it. The boards should be put in such a position as to enable them to pay their teachers regularly every month and adjust their expenditure every month. No cut and dried system of dividing the grant into twelve instalments and doling them out to the boards instalment after instalment will do. That is parsimony. The teachers ought not to be made to wait for four, five or six months to receive their pay from local boards.

"I forgot to mention the Elementary Education Bill. It is still in the stage of a Bill and I do not want to criticize it on this occasion at this stage. I think the hon. Minister for Education has made no provision in it to carry out any other recommendations of the special officer except the recommendation to hand back the whole of elementary education to the Education Department. It is a calumny to say that the local boards are unable to manage their educational policy. Sometimes there may be difficulties; but if the local bodies are allowed some freedom and if the Department of Education does not disturb them, then the local bodies would be the best agencies. You will have a system of education which fits the localities. Even to-day, the most nationally minded presidents, be they of the Congress party, or the Justice party or any other party, it is they that are running the schools in a passable manner, because they are able to manage somehow and get better teachers and better business done, in spite of the fact that the ordinary trained teacher is no better than an untrained ignorant man.

"In regard to secondary education, a committee was appointed in 1925 to make recommendations and their recommendations are still before the Government; I do not know how long they will take to consider them. With the one criticism that there has been an inordinate delay which amounts to an abrogation of the powers of the Government, I feel I should leave secondary education to itself for the present.

"Let us take university education. The Andhra University was recently started. It has been made to appear that we the Andhras, clannish people that we are supposed to be, are fighting among ourselves for the location of the headquarters and therefore there is some delay in starting the works. But I must protest against any insinuation of the kind. In all countries where an important endeavour is being started in a particular place, there are bound to be competing claims. Beyond that, I do not suppose we are much worse than any other people on the face of the earth. The hon.

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Minister has no right to take refuge under this cover. The Andhra University asked for funds for its extension schemes and for its publication department and the Government gave a reply in the negative. In the first instance the reply was that the university should find the money from its own funds. But the university was not quiet; it kicked up and said, 'No, no, the Andhra University does not stand on the same footing as others; it has been started as a new venture under new auspices and for a better purpose and therefore it is the duty of the Government to give us all the help.' Then the great interpreter, the hon. the Education Minister has now become, said, 'No, no, under the provisions of the Act, you cannot carry on this work with our money.' Then the Syndicate of the University rebelled—I am using that term in a mild sense—and said, 'No, the Act does not preclude your helping us; it gives you the power to give us money, because it makes provision for mass education and cultivation of culture, and under that head we ask you money.' Then they were told to mind their business and come up in 1930. They said, '1930 is far off; let us have it now.' Till now they have not had it. I do not know who would be the Minister in 1930. Of course Dr. Subbarayan feels safe and thinks he is very secure. But I am certain that the security is not so strong as he always thinks it is, because of the help of his hon. Colleagues, the bureaucrats on the Treasury Bench. The Andhras are the worst sufferers in the matter of university education. I do not want to say much more on the subject, except to point out that the Andhras have a right to expect immediate attention from the Government. They have been denied special facilities though they have special aptitudes, tradition and culture. They do contribute very largely to the revenues of this Presidency and if on mere comparative grounds they are not allowed special facilities to develop, it will be one of the worst pieces of disservice that can be done to the Andhra portion of this Presidency.

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"As the last point I would direct the attention of this House to what is known as the Board of Examiners and the Commissioner for Examinations. I wonder what the duties of that Commissioner of Examinations are. He is supposed to be carrying on examinations for the Government and his examinations cost us a little money. He has got a Secretary; he has got a number of clerks. His business appears to my mind to be very small indeed. There have been complaints about this Board, the Examiners and about the Assistant Examiners whom the Board employs. The members of the Board have no definite qualifications. On the floor of this House it was ascertained that the members of the Board need have no qualifications. Asked to give the names of the Chief Examiners and Assistant Examiners the hon. the Education Minister was not prepared to disclose the names. I do not know whether there can be any other inference than that these persons possess no qualifications to be there. If, under the eye of the hon. the Education Minister, all these things are going on, I do not know how he can expect us to approve of his policy. To my mind, it looks as if the hon. the Minister has not bestowed five hours' serious attention to the subject of 'Education.' He has not seriously considered what the situation created in the Presidency is. He has not seriously considered the question and laid out a policy for himself. He has been running in the current which was set for him by Mr. Moir a number of years ago as a special officer and that current has been condemned. That he should pursue a condemned current without looking into the matter shows that he is engaged very materially otherwise in keeping his position."

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* **MR. A. KALESWARA RAO** :—“ Mr. President, Sir, in dealing with the policy of the Government in education I wish to say that the hon. the Chief Minister has been in charge of the Department of Education for more than one year but has not paid any serious attention either to the policy or the principles or the details of education but has been going on somehow or other. When this nation-building Department of Education was transferred to the Ministers it was expected that the Ministers, who are always to be elected representatives of the people and who are supposed to keep in view more prominently the interests of the nation than their own interests, would use the Department of Education in their hands for these ten years till the next instalment of constitutional reforms is given as a means of building up a great nation and as a means of laying foundations of Swaraj in this country. It is on education, on the purpose and policy of education that nations are built. Every nation, every civilized nation, is pursuing education with a purpose. In France, Sir, in elementary education the history of their country is taught and its past glories. Pride is created in the minds of students in the past of their own country. A little science is taught in order to free them from superstition. Their own language is taught and love of motherland is particularly cultivated. Since the days of the great battle of Sedan in which the French were defeated by the Germans as a result of which they had to lose two provinces Alsace and Lorraine and had to conclude the most humiliating treaty every child in France has been taught to be ready for a great struggle, to regain those provinces and to make France a great nation in the comity of nations. Even in Germany education is used for the purpose of developing, improving the culture of Germany and for making it the best and the most important nation in the world.

“ What is the principle underlying the policy of our Government? It is simply to manufacture quill-drivers, servants or dependents of Government that education has been imparted for so many years. As early as 1880 education was made free and compulsory for the whole nation in England; every other country is following suit and illiteracy is being removed, whereas in India illiteracy is at its worst and even after the Ministers have taken charge of this subject they have done nothing in this direction; they have not taken care to see that illiteracy is removed in this country. Of course it may be said that they are helpless; it is why we are saying that the Reforms are defective and unsatisfactory. We have Ministers in a helpless condition, helpless in the hands of the hon. the Finance Member who is all in all under the diarchic form of Government. With regard at least to the policy of education have they chalked out any plans or purposes for which education must be used? They can introduce patriotism into the schools and make the children love their country and the communal differences could have been made to be forgotten by the children of the country. They must some day rise above communalism. Touchability of Panchama could be taught; children could be taught that Brahman and Panchama are equal. So many other things can be taught in order to make them feel that this land is theirs and all the people of this country are the children of the motherland and that there must be equality and brotherhood among them. When a question was put in this Council to the hon. Minister whether patriotism is taught, he asked what was meant by patriotism. What a change, from the Congress Secretaryship! After he has become a Minister he has forgotten what is meant by patriotism. Nothing is done

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to teach general religion or morality. Physical culture is altogether neglected by the students. So, our education is void of either physical culture or any idea of God or country or social solidarity or equality or of brotherhood. There is no place for Indian History in the secondary education except fragments being taught here and there as an optional subject. When the question of Hindi came up and a demand was made to teach a common language to the children in this province the previous hon. Minister tabooed it and threatened some municipalities that their schools would not be recognized at all if instruction in Hindi was persisted in. He thought that Hindi was untouchable in this country of India and that it should have no common language except the foreign language of English. There has been some improvement under the present Minister and he has stated that Hindi might be taken as an optional subject in secondary education. But students would not read Hindi as an optional subject because they would have to give up Telugu or Tamil or their mother tongue. Therefore it has been absolutely of no use. What we want is that India, this land of ours, which contains so many provinces speaking different languages should have a common language and that of an indigenous character like Hindi. Elementary knowledge of Hindi must be not only encouraged but also made compulsory for all children in our educational institutions. When we want that all the subjects except English should be taught in the vernaculars up to the School Final standard, except mere promises nothing has seriously been done or attempted to be done. We in the Andhra districts want that all the subjects except English should be taught through the medium of Telugu and the people in the Tamil districts want that they should be taught through the medium of their vernacular. It is only then that vernaculars would receive an impetus, would receive a respectable place and the students will feel proud that they know something of their own vernaculars. Vernaculars would improve very much by having very many books in all technical subjects. That matter also has been neglected. Either in elementary or secondary course nothing has been done by way of introducing vocational education. The old system is going in. Nobody cares how money is spent. There are some ordinarily trained teachers; there are separate schools for Adi-Andhra boys and girls, and separate schools for Muhammadans. Only a few more rupees are being spent now. The purpose of education ought to be to turn out patriotic, good and self-relying citizens by means of this great system of education. No thought seems to have been bestowed either by the hon. Minister or his Secretary or the Director of Public Instruction who is always a European, who cares very little for this country and who is autocratic against whom the hon. Education Minister is helpless.

“Nothing is taught by way of agricultural education or in the shape of cottage industries which are far more important to the poor people than merely the three R's, and going to the Fourth or Fifth Form, then to F.A., and B.A., and becoming lawyers. Literary education is absolutely of no use whatever to the poor people. They really want bread. When bread is asked, stone is given. They would really be very glad if some industrial education is taught to the depressed classes and to the ordinary masses. A few may have the chance of becoming High Court Judges, Ministers and Executive Council Members. That is a different matter. Ordinary people would only want bread. They want some industrial or technical or vocational education along with a little bit of ordinary primary education.

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“ Nothing has been done in this direction. On the other hand, attempts are being made to provincialize elementary education. Instead of giving more powers to local bodies in the matter of prescribing text-books, giving more local option, etc., instead of that, Government are attempting to give away the complete control of their schools to the educational officers who are not responsible to the people. That is how the District Educational Councils that consisted of the representatives of local bodies are attempted to be abolished altogether and the powers which these Councils were exercising are attempted to be placed in the hands of District Educational Officers, or some committees with the Collectors and some nominated members in them are attempted to be formed. Why should the Collector be in the Educational Council? I wish to draw the attention of the hon. Minister to this fact. The Collector is a member of the Reserved Department, whereas Education is supposed to be part of Swaraj given to the people and is under the control of the Minister who is supposed to be the leader of the elected members of the Council. Why should the Collector, who is a representative of the foreign bureaucracy, be brought in? Is he supposed to be an expert in education? Or is he there to exert undue influence on the villagefolk and introduce the politics of the British Government? Or is he there to prevent the representatives of the taluk boards and the district boards from carrying on their object of nationalizing or liberalizing education? Sir, the presence of the Collectors ought to have been dispensed with long ago. Sir, even the new Act is investing the Collectors with all these powers.

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“ Sir, I shall refer only to one fact more and shall close, that is, the glaring instances of the persecution of students that are going on in the Government Colleges. Sir, we know of students being persecuted in the days of the non-co-operation movement for wearing Gandhi caps. Several students of the Vizagapatam Medical College were in those days dismissed for wearing these caps. Now we have the instances of students of the Government Presidency College, the most civilized college under the most civilized Minister, being fined heavily, or threatened to be dismissed for absenting themselves on the day of the hartal. In this country, my Friend, the Chief Minister who has been a student in foreign countries, who has been in England where students take part in politics and where they have got plenty of freedom, seems to believe that a subject nation has no politics and that students of this unfortunate country should learn only loyalty but not patriotism. Sir, there is the case of Mr. Dawood Ali Mirza who is being persecuted because he is supposed to have offered help, on the hartal day, to Sjt. Satyamurti, an hon. Member of this House, to enable him to escape from the hands of the rowdies. I hope, Sir, the Chief Minister would open his eyes to these cases and do something for his own good name; if he does not do so, he will be responsible to the country and let him note that the day of his reckoning will soon come. With these few words, Sir, I support the motion.”

* Mr. S. ARPUDASWAMI UDAYAR :—“ Sir, hon. Members who have spoken before me have traversed the whole ground of education.”

* The hon. the PRESIDENT :—“ The motion under discussion is the educational policy of the Government.”

Mr. S. ARPUDASWAMI UDAYAR :—“ Sir, I would like to make a few criticisms of the educational policy of the Government. As regards

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facilities for education, there is no gainsaying the fact that there has been an increase in educational facilities in the very large number of school-going population. New schools have sprung up and are springing up. I think, Sir, we ought to congratulate ourselves upon it.

“ But, Sir, there is a good deal of waste. There are hundreds and thousands of juveniles who are giving the best part of their lives to education but fail to pass through the public examination; there are hundreds and thousands who after passing these public examinations join the University, but are unable to take the degree and are afterwards unable to secure employment. Sir, this question of avoiding waste, waste of man-power, has been engaging the attention of the Government and of the Members of this hon. Council. I remember well the time referred to by my hon. Friend, Mr. Harisarovvattama Rao, when a committee was constituted as a result of a resolution brought forward by Mr. Ramalingam Chettiyar and carried by this House for the complete overhauling or reorganization of secondary education in this Presidency. The chief object of the members of that committee was to make secondary education a complete unit by itself and also an important stage in preparing juveniles for life—providing them with an adequate and complete equipment for life—so that at the completion of secondary education our young men should be fit straightway to enter life. Several years have passed, and although their report was ready two or three years ago, I find that the Education department are still considering and have not yet come to any satisfactory decision with regard to that very important point.

“ As regards elementary education, I have to offer this criticism. It seems to me that Government has been really shirking responsibility of making elementary education the first and most important charge on the revenues of the province. Government do not like to incur odium by levying a tax for the expansion of elementary education. Therefore they seem to take shelter behind the local bodies. The local bodies are expected to raise money for education and place it at the disposal of a committee. Sir, several local bodies have raised education taxes, but many more have not done so. Sir, the Government do not boldly go forward, do not set about raising taxes and apportioning the revenues to the various committees, be they statutory or be they committees of local bodies.

“ Sir, the educational council was given a bad name just behind its back because it did not really fulfil the purpose for which it was instituted. I think that there would have been initiative if these councils had had the power of raising taxes. If Government had placed a large amount at the disposal of these educational councils, they would have done all that planning and preparation of schemes required of them, opened schools at their own initiative and would have distributed the grants with impartiality and justice. Now these educational councils are proposed to be abolished and they are to be replaced by school committees. But these committees will not raise taxes but funds will be placed at their disposal. Sir, the difference between these committees and the old educational councils is very slight. It is the substitution of Tweedledee for Tweedledom. Sir, the local bodies are given a large share in the expansion of elementary education. Once they have the necessary enthusiasm, they will take the initiative. They must feel that the responsibility is theirs for expanding elementary education; otherwise they will not raise taxes. Sir, these local bodies, if they are to achieve their object, should be allowed to have control over education, without Government intervention.

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Now, in consequence of the report of Mr. Statham, there is a tendency even to have recourse to this retrograde step, namely, that Government should step in. Under cover of co-operation, Government officers will have the right of approving or recognizing schools or controlling the pay, transfer, etc., of teachers and so on. Sir, I think Government will do well to face the whole question of secondary and elementary education and instead of controlling or having power over the local bodies under the plea of co-operation they had better make elementary education the first charge on provincial revenues.

"Secondly, Sir, some of my friends, especially Mr. Kaleswara Rao, said that education must be related to life, that it must take into account the sentiments of the nation. Sir, I have always contended for full freedom being given to the headmasters or managers of elementary schools with regard to the choice and preparation of school courses, programmes, and the determination of holidays and several other details in which it is not necessary for me to enter. If there is one thing which is most important, it is that of making education come under a general control for efficiency and not a mere matter of restrictions and rules. Education, if it is to be really attractive and useful, must be related to life. Sir, there are pupils who are accustomed to certain vocations or trades or are in need of a certain feature of education related to life, such as weaving, ploughing and several other industries which are popular amongst them. And in reality, if this education is to be related to life, I think there ought to be co-operation not only between the Education department and the managers of elementary schools or their managers, but co-operation between a number of departments such as the Agricultural department, the Industries department, the Co-operative department the Revenue department and also the Fisheries department, because there are elementary schools in which there are a number of these fisherfolk. These various departments must co-operate if the education that is imparted is education that is really wanted and for which there is a real demand, education which will fit children of the villagers for life, which will fit them for the discharge of their duties as citizens of the country, in fact for taking an intelligent interest in all the important questions concerning their country which come up for discussion in the village political arena or outside it. Sir, therefore, education should be made really related to life and Government should place funds at the disposal of the local bodies which are charged with the distribution of such funds for expanding elementary education. When this is assured, the question of efficiency and the question of expansion will naturally solve themselves.

"Speaking of efficiency, a suggestion was made for training schools for teachers. I know that private bodies were willing to open training schools for boys and girls, and if Government had placed funds at their disposal, had sanctioned adequate grants, this defect would have been partially removed. By this time both in the Tamil country and the Telugu country a large number of training schools would have come into existence. Sir, I now come to single-teacher schools. These would have been a success if the old class of Tamil pandits or teachers were still in existence. Sir, I can find nothing more efficient than the old race of pandits, the old class of village teachers, under the village schoolmaster, who know the requirements of these pupils; the latter had an excellent grounding in the poetry of the country, the ethics, the language of the province, the history and geography of the district, in works of authors and sages who had flourished in the neighbourhood. Teachers of that kind knew the vernacular literature thoroughly well

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and were capable of rousing up enthusiasm for the vernacular works of poets, or writers who were great classics and also these whom that locality held in great respect.

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"Under such teachers pupils will certainly imbibe a love of national inheritance, a feeling of patriotism for all the great things done by their ancestors. As regards aided schools I may be permitted to say that their condition is certainly not very satisfactory. With the power given to the committee, the local board committee which has the right of opening schools and distributing grants, there is a tendency if sufficient checks are not instituted, for the gradual elimination of these institutions. A body charged with the responsibility of expanding elementary education should not be allowed to enter into competition with other agencies for the spread of education. There should be some check. Unless some salutary check is provided these aided schools may in the long run suffer. One word more, Sir, with regard to university education. My hon. Friend, Mr. Harsavottama Rao, spoke of very many serious drawbacks with regard to the Andhra University Act. I have always felt that there was something wrong somewhere with regard to the Andhra University Act. I remember hearing you, Sir, as Leader of the Opposition, clinch the whole issue by the statement that the arrangement made by the Andhra University Act reminded you of the arrangements made by a person who placed the temple in one locality, placed the idol in a second locality and the worshippers in a third locality. I do not think a university can spring up on these lines. In the case of the Andhra University my friend Mr. Kesava Pillai is so very eager to find the Andhra University College develop at Anantapur and my other hon. Members are eager to see some other colleges develop into university colleges. If the object of the Andhra University Act was for taking the existing institutions and developing them as nuclei of the Andhra University by this time, the Government Colleges at Anantapur and Rajahmundry would have risen to the position of being developed as universities of a unitary type. As it is, even the nature and character of the universities to be started there have not yet been made clear in spite of discussions in this Council. Unless a stage of finality is reached and the nature of the university is clearly understood we cannot know where we are and how are we to develop that university even though the Act should be there? Until that stage is reached I do not think that there is any use in blaming Act or the Minister for not having done much."

* Mr. A. B. SHETTY :—"Mr. President, Sir, the report on Public Instruction shows that there has been in recent years a rapid expansion of secondary and collegiate education on the literary side and it goes on to point out how further expansion along the present lines will be undesirable. The proportion of secondary school pupils to the total population in Madras is rapidly reaching a figure approximating to what it is in England but the openings for these boys are much more limited here than in England. We are producing an excessive number of graduates with a purely literary course, nearly two thousand in number every year. The report says that middle-class unemployment has become a serious problem and the continued over-production of one type of academically qualified students may become a positive danger to society. I am afraid this over-production of youths with high arts qualifications has already become a positive danger to society."

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Mr. Statham has pointed out how the number of high school pupils who proceed to a university education is infinitely smaller in Europe than the corresponding number in South India. In England they are said to have 18 different types of universities whereas here all our pupils go through one uniform type of university education. University education, I think, Sir, should be as it is in England a luxury. Only people with high intelligence and people who are wealthy should go for higher education in arts, literature or pure science. For the average boy, the boy who has no aptitude for letters, the education that is required is practical education. For boys who, though poor, have a genuine taste and talent for literature, mathematics, science or history it is no doubt desirable that all facilities should be given to go up the educational ladder. But for the mentally unqualified boy or the boy who wants to go out into the world and earn a living it is a mistake to allow him to undergo the labour and expense of university education. What such a boy requires is practical training and it is to meet the need of this class of boys that we must have, as in every town in England they are said to have, a technical college or school. There is a blind rush for university education in this country, because a university degree is the passport for entering Government service. It has been suggested that competitive examinations for all grades of Government service would to some extent put a stop to this excessive hankering for university education. It would give a different outlook to higher education. Many people have suggested the necessity of restricting higher education in our country by making it more difficult and expensive. The standard of university education must be raised. For poor and promising students we may institute a general system of scholarship so that they might go up the educational ladder as I said. What is needed at the present moment is not merely a restriction of university education but also a remodelling of it. The Committee on Unemployment has recommended the readjustment of our educational programme so that education might become practical and more suited to the needs of the country. How long do Government propose to keep this question under consideration? No doubt education for its own sake is the principle for which university education stands and it ought not to be purely utilitarian. There are people who would deprecate the idea that university education should be directed for the purpose of helping students to earn a living. But the growing menace of unemployment requires that our universities should be remodelled so as to equip our young men for earning their living in a variety of employments. A university should produce not only scholars and great public servants but also great captains of industry, men who can develop and utilize the vast material resources of the country. It must for this purpose provide scientific and technical training on specialized lines. I am glad to note that the Andhra University has for its objective the establishment of technological institutions but how far it has been able to realize this in practice I do not know. Whether its new ideals will remain mere paper possibilities or will become practical achievements is a matter that remains to be seen.

“The reorganization of secondary education, as was remarked by some of the hon. Members, is said to be under the consideration of the Government. Government have been continually considering this matter for the last five or six years but they have not come out with any proposals nor taken any definite action in the matter. It is true that secondary schools are meant primarily to give general education and that general education is necessary

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as a basis for any specialization. A sound general education is useful as a ground work for any career. But without detriment to the general liberal character of secondary education it should be possible to give a vocational bias to the curriculum in the secondary schools. Some have suggested that there should be bifurcation of studies in the secondary schools so that instead of every student looking to university education as at present, some might change from a pure literary education to some form of vocational education and then go to some vocational, industrial or technical school for further study.

"This suggestion is worth consideration. It may no doubt be said that the provision of technical and vocational education would be useless and wasteful so long as there are not sufficient openings for the products of such education. The trade and industry of our country must be developed in order that technically trained men might find employment. The question of unemployment, industrial development and the readjustment of the educational programme must be considered from a common standpoint. It is high time for the Government to pay their immediate and most serious attention to the problem of unemployment and education."

* The hon. the PRESIDENT:—"Being Friday we close now at 1 o'clock and re-assemble at 3 p.m."

After Lunch (3 p.m.)

Mr. ABDUL HAMID KHAN:—"Mr. President, Sir, much has been said to show the unsatisfactory nature of the educational policy of the Government of Madras. I do not think I need take up much of the time of the House in dealing with the general policy of that department. I shall content myself with just referring to certain details which affect the Muslim education in the province, so that the attention of the Government may be drawn to them. With regard to the Mappilla education, Sir, nothing has been done which could really be regarded as satisfactory. It is not enough to have a special assistant to the Educational Officer in Malabar in order to advance the educational condition of the Mappilla community in Malabar. The Mappillas number about two-thirds of the Muslim population in the province and it is they who are very backward so far as education is concerned. If it is the desire of the Minister to see that sufficient encouragement is given to the advancement of the Mappilla community, I would suggest that it is necessary to appoint a first class Muslim educational officer solely for the purpose of finding out the ways and means by which Mappilla education could be advanced. Coming from Malabar to Madras, I can give an instance to show how very poor encouragement is given to Muslim education. Take the case of the Muhammadan College. There are two things with regard to it. Firstly, I should remind the hon. the Minister for Education of his speech in connexion with the same college last year, at the budget time, when in reply to a question from me whether the Government intended to open English classes when opening History classes, he said they would open English classes along with the History classes. But as events proved, the English classes were not opened, but only the History classes were opened, with the result that the Muslim students who have to attend the History classes in the Muhammadan College have to go to the English classes in the Presidency College. One can imagine the amount of

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inconvenience these poor students are put to. I do not know if the Government intend to pursue this policy further, or whether at least in the year to come they will see that the English classes are also opened in the Muhammadan College.

"Sir, I believe it is some years now that the Government has been thinking of extending the building of the Muhammadan College. The present building is not sufficient even for the high school, and the Government have thought fit to have a college also in the same building, with most inadequate accommodation. The students are put to a great deal of inconvenience. I may suggest, in this connexion, the Government may take up the old Australian Horse Bazaar. It is a very commodious place and they can locate the Muhammadan College there. It will not be far away from the locality from which the college-going students come, and besides it is a good place away from the bustle of the city.

"With regard to the inconveniences and the hardships that the Muslim students undergo in the Engineering College, and the Medical College, it was only last year that it was possible for the Principal of the Engineering College to allow the Muslim students of that college to have separate mess for themselves. I believe the present Principal does not approve of that idea and it is feared that if the number of Muslim students decrease to any extent, he might put a stop to the system of separate mess. If that is done the Muslims will be put to a great deal of trouble. Even as regards admission to the Engineering College, there is a good deal of difficulty. It is well known that Mussalmans have not till very recently been taking to Medicine and Engineering, and their number in the Engineering department is very limited—it is one or two out of 200. When such is the case, I think it ought to be the policy of the Government to give all the encouragement that they can to the Muslim community and see that they are attracted to this department in large numbers. To achieve this object, I think it will be advisable to have a Muslim member appointed on the committee which admits students to the Engineering College. Unless this is done, even the few Muhammadans who apply for admission to that college will be handicapped.

"With regard to the salaries of the secondary teachers, I must say that nothing has been done in this direction, even though we have made repeated requests to Government to see that the lot of the poor secondary teachers is improved. Although compared with their counterparts in other departments they are worse off, the Government have not done anything to improve their lot. They have to stop with Rs. 60 beyond which they cannot go even if they put in 25 or 30 years service. I do think that it is high time that steps are taken immediately to see that their scale of salary is increased.

"So far as female education is concerned, no doubt the Muslim community have made some progress but that certainly is not enough. The Government should give the necessary impetus for the advance of Muslim female education. I met the Deputy Directress of Schools the other day and had a talk with her and suggested how she might put up proposals for the purpose of opening another high school for Muslim girls. As a matter of fact, there is only one school for Muslim girls in the whole city. It is not enough, as girls from North Madras find it difficult to go to this Hobart's School in Royapetia. Therefore it is necessary that a high school should immediately be opened in North Madras for the convenience of Muslims residing in

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Georgetown and that part of Madras. Unless this is done I do not think Government will be in any way encouraging female education amongst Muslims.

"Sir, it is well known that according to the Education Act we have compulsion introduced in elementary schools, and the local board which introduces compulsion in any place has to make provision for religious instruction. I am afraid the local bodies do not attach importance to this aspect of the matter. I can cite one instance of a municipality in Dindigul. That municipality, by a majority of vote, refused to introduce religious instruction in their schools. I do not know if the matter has been brought to the notice of the Education Minister and what he has done with regard to it. Further the local bodies are not very particular about the requirements of the Mussalmans. Their attention ought to be drawn to the fact that when they open schools they ought to see that sufficient provision is made for Muslim children.

"With regard to the Hobart's School, Sir, unless we have a superintendent who knows the language in which the students in that school are taught, it will not make much headway in the matter of education. Therefore I suggest that both the superintendent and the headmistress should be only those who know Hindustani. It is not possible to secure the services of a non-Muslim who will know Hindustani, unless she comes from Northern India.

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"I believe, Sir, if the Education department makes an effort, it will be able to secure the services of even Muslims who have not only been graduated in this country, but also undergone training in teaching in foreign countries such as England.

"With regard to the question of elementary education generally, I believe, sufficient has been said in regard to its unsatisfactory nature both with regard to the quality of the teaching as well as to the kind of teacher that is employed in these schools. The training that the teacher receives in the training schools is not sufficient to give satisfactory education to the little children. I believe, Sir, unless we employ highly educated persons and pay them sufficiently we will not be laying the good foundation with regard to the education of little children. Our attention should be devoted first to this most important item in the education of our children. We neglect the education of little children whereas we spend lakhs and lakhs of money over the education of boys in the college departments. On the other hand, I believe, and it is my conviction that we should devote our attention more to the foundation that should be laid in the schools rather than devote very much attention and spend such a lot of money in the higher secondary and collegiate departments. With regard to the fundamental question of the usefulness of the education that is imparted in our country sufficient has been said. If the Government and its policy are for the material advancement of our country, the type of education that is imparted in our country, and particularly in our Presidency, should be quite different from what it is to-day. It is not enough to produce graduates who when they go out of their colleges cannot think of anything but joining the Law College and even after finishing their law course they are not able to earn a satisfactory living and we know the acuteness of unemployment problem in our country. Therefore

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if the educational policy of the Government of this Presidency should be for the material advancement of our people, it should devote its attention immediately to the industrial and vocational education. It is not enough for the Minister to say that he is not able to impress upon the Finance Member to see that sufficient money is allotted for education. If he is sincere and if he is earnest he should fight with the Finance Member and if he finds that it is not possible to bring round the Finance Member in achieving his object, I think he will show the hollowness of diarchy if that Minister resigns the very next moment. Sir, that is the policy of the Education department that is obtained in our province. If it is intended that we should advance our countrymen materially the Education department which is a transferred department should be devoted to the agricultural and industrial education of our people."

* Mr. M. V. GANGADHARA SIVA :—" Mr. President, Sir, it will be a good thing for the poorer classes of the country especially the depressed classes if vocational schools are opened in every centre instead of starting universities and colleges. There are already a very great number of graduates and double graduates who are loitering for appointments and jobs and as such there is no scope for secondary school-leaving certificate candidates and other classes for appointments. There are many lawyers and vakils who cannot accept vakalats for 6 annas or 8 annas which may decrease their position, whereas a common average medical man, or a technically qualified man can accept a job or work for 6 annas or 8 annas. I do not wish to degrade the position of lawyers and vakils but actually speak from the mentality of the people and the present state of the country. If vocational schools are started, I am sure, every depressed class member and the other poorer classes will have a chance of earning their livelihood by learning some handicraft and this will solve the problem of unemployment, and this will certainly relieve the difficulties of depressed classes and poor people at large. I may inform the House that every lady in China and Japan is able to live an independent life on account of her learning handicraft which safeguards her self-respect and chastity and if this sort of vocational training is given to our Indian women also I am sure every woman in India will be able to earn her daily bread independently safeguarding her self-respect and chastity instead of going astray, losing her chastity, and begging, and loitering in the streets, as we see this every day. I would therefore request the Government, I would even go to the length of suggesting and requesting the Government, to close the Law College for some time (hear, hear, your Siva Raj will then go), and provide the overcrowded lawyers to get a decent average income and to utilize the money that is intended for the Law College for opening vocational training schools in every centre and thus save the depressed class members and the poorer people from their present state."

* Sriman BISWANATH DAS Mahasaya :—" Mr. President, Sir, we are now in the eighth year of our existence under the Government of India Act, section 81-A, which lays down that at a certain period a commission to be appointed which among other things will look into the educational advancement of the country. The question now under review is the educational policy of the Government and it will be the purpose of mine to represent to the House how Government have failed in the course of these eight years to evolve a policy to carry on efficiently the primary education on which solely and wholly depends the well-being of this country and specially of this

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province. In the first place, the Ministry for Education has failed to evolve a policy whether the elementary education is to be financed out of the provincial revenues or from the local revenues. This question engaged the attention of the Government as early as 1918-19 and a committee was appointed popularly known as the Habibullah Committee—I think it is the Financial Relations Committee that dealt with this question. I think, Sir, but I am not sure, you were a member of that committee if I remember aright. That committee made definite recommendations on this question and it regarded that elementary education should be met out of local finance supplemented from the provincial revenues and it also made a very important recommendation which has a great bearing on the financial aspect of this question. It recommended that one-eighth of the excise revenue be given to the local bodies to meet their growing needs. The local bodies in their conferences year after year decided that instead of the one-eighth share of the abkari revenue, the same share of the land revenue be given to these local bodies to meet these important national needs. Well, Sir, local bodies are after all the agents of the Local Government to carry out its policy of elementary education. It is therefore necessary that at this stage at least they should fix once for all whether this elementary education, which is to cater to the needs of the 42 million people of this province, is to be met out of the provincial revenues or by the local revenues.

“Having stated so much about the financial policy to meet the needs of elementary education, I wish to say how the Provincial Government within the last eight years have not done its part, which it ought to have done, to meet the needs of the elementary education. In 1921-22, i.e., the very year in which the Ministers took charge of this department and practically carried out the policy of the Executive Government, they budgeted for a sum of Rs. 1,56,00,000 and what do you find in the accounts of 1926-27 a sum of Rs. 1,98,00,000 has been spent; that is after six years of their existence the Ministry was able to find only about 38 lakhs of rupees more to finance this all-important item of its activity. This shows that the Ministry has failed to carry out its duty which it owes to the country.

“Then, Sir, I come to the percentage of literacy which is also very meagre when compared with the entire population as also the school-going population in this province. That is, in the year 1921 when the Ministers took charge of this department, the total number of scholars receiving instruction in relation to the total population was 4.5 per cent.—I speak from the report of the Director of Public Instruction published in 1928—and to-day the total percentage of scholars receiving instruction in the public institutions is 6 per cent in proportion to the total population. After an existence of seven years the Ministry has been able only to provide education for $1\frac{1}{2}$ per cent more than what it was in 1922. I must also mention in this connexion that the local finance has something to do with this increase of $1\frac{1}{2}$ per cent because under the Local Boards Act as also under the Elementary Education Act, the local bodies have got power to levy rates which are known as local cesses and to my knowledge all the local bodies in the province have levied these rates and besides these cesses they have supplemented elementary educational finance in their local areas out of their general resources.

3-30 p.m. “It is therefore hardly fair, Sir, to these local bodies and to the rate-payers to say that Provincial Government take credit even for this $1\frac{1}{2}$ per cent. This is, after all, all that the Ministry has been able to do within

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quite a long period of seven years of its existence. This being the case, I am sorry that more attention has been paid to university education than to the primary education of the people of this country.

"Then, Sir, having stated so much about elementary education, I come to the industrial and agricultural education to be taught in these primary schools. Government, that is the Ministry, expressed a desire that it would take all the necessary action to give technical and industrial instruction in these elementary schools and reference was made to the local bodies to see how far it was possible to supplement these instructions in those schools. All the local bodies to my knowledge have replied. As the president of taluk board in 1923-24 I remember to have replied to this communication to the Local Government and I am sorry, Sir, that to this day no solution has been made.

"Then, Sir, my friends on this and other sides of this House have referred to the soulless education that is being imparted in these elementary schools and Government promised that attempts would be made to instruct these children in moral and spiritual lessons in these elementary schools. Elementary educational councils were moved on this question and I am very sorry to state that nothing has been done to this day. So, looked at from any point of view, the policy of the Government in carrying out the very essential need of the province, namely, elementary education on which depends solely and wholly the progress of the people in the mufassal, has been a failure and failure is writ large on the educational policy of the Government. That is the only expression that can be used as a result of the activities of the Government.

"Then, Sir, the complaint has been that the process of decentralization has not been applied so far as secondary education is concerned. Sir A. P. Patro, when he was the Minister for Education, started a system of secondary education boards, with a promise that very soon a Bill would follow giving the secondary education boards legislative sanction. But three years have elapsed and nothing has yet been done. Though these nominated secondary education boards have been in existence nothing has been known of their work and we are now anxious to know as to the working and the usefulness of these bodies and why no action has been taken in this direction to put these boards on a legislative basis.

"Then, Sir, I come to the higher education, that is the university education. I am very sorry that Government has been encouraging communal feelings in this matter. I know of the existence of a college for Muslims in this city. To my knowledge very few students are reading in that college. I have nothing to say against the development of Muslim culture and Government aid to the development of the Arabic and Persian culture. Our Muhammadan friends have as much right as any of us to demand from the Government that necessary funds be allotted for the development of these cultures. We are there with them but I for myself would raise a voice of protest if a special college is established for Muhammadans like the one we have in Madras with very few students and with practically the same syllabus as we have got in the first-grade colleges elsewhere. A lot of money is being spent on staff. I therefore appeal to the Government that this be not encouraged and the money spent on the Muhammadan institution

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be utilized in developing and aiding Arabic and Persian culture—a course of action which, I am sure, will be commended by the Muslim public and also by the Hindu public. With these words, Sir, I heartily support the motion before the Council.”

* Mr. V. I. MUNISWAMI PILLAI:—“ Mr. President, Sir, being a member of the depressed classes and having acquired a certain amount of knowledge in the working of the educational institutions in the rural parts, I cannot cast an adverse criticism on the present policy of the Government as far as the educational system is concerned. But there are difficulties which need examination and correction. Sir, speaking on the universal suffrage question the other day, I said that universal education must precede universal suffrage. Now, let us examine how far the present educational system affords facilities for universal suffrage. Taking first the primary education and the several bodies constituted in the Presidency, that is the local educational councils, I do not think that proper representations have been made in these bodies, for in many cases I find people who are said to represent them do not safeguard the interests of the depressed classes. Sir, it is only those who wear the shoe know where the shoe pinches. Unless Government makes it a point that only depressed class members are to be returned to these institutions, on behalf of depressed classes I do not think that the interests of the depressed classes will be safeguarded. According to the census report of 1921, I find that the literates among the depressed classes form only $4\frac{1}{2}$ per cent among the male population and not even 1 per cent of females among the depressed classes.

“Coming to the training of teachers, Sir, there exists a lot of difficulty for the depressed class members to get trained. In some of the districts there are not institutions affording facilities for training classes and consequently they have to go from one district to another. But the stipend offered by the Government is not enough to meet their demands and so there is a very low percentage of trained teachers among the depressed classes.

“Sir, the time has come when I think the Educational department must consider the question of appointing several supervisors taking a few districts as a unit, so that they may know exactly what are the difficulties that stare in the face of the depressed classes getting educated. Unless this is done, I think from the present staff who are expected to give a general idea as far as educational matters are concerned will not be enough to meet the demand.

“Another great factor which I would like to bring before the Government is that Government doles out large amounts of subsidies or grants to the various local bodies for primary education. Sir, these boards do not take the necessary interest and precaution whether the depressed classes are given due share in getting their children educated. I know many villages where there are schools maintained by the district boards and taluk boards which do not admit members of the depressed classes. When questioned, the teachers offer explanations but they are not at all justifiable. I think, Sir, that the time has come for the Government to have proper agencies to check such a state of affairs.

“Now, passing on to the secondary and university education, Sir, due to the economic depression among the community there are not many students coming into the higher classes. Even though they come, there are the school fees, the value of the books and so many other things beyond their

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living means. As a matter of grace, of course, I know the educational authorities offer some fee concessions to these students. The rules of the Educational department do not allow students getting free education in the secondary institutions and in institutions for higher education. I would request that rules must be framed to exempt the really deserving and poor students from paying any fees in the High School and University classes. Another factor is that the scholarships offered are so very inadequate that the distribution of all scholarships may be left in the hands of the Labour Commissioner with an advisory committee to advise him so that the deserving candidates may be given the scholarships.

"Sir, coming to the female education, I think that great efforts must be made by the Educational department to open schools wherever we can find more than 20 or 30 girls of the depressed classes, because, as I have already stated on the floor of this House, the female education is at a very low percentage. On the other day, in this Council, we adopted a resolution to admit all poor girls free of all school fees. But I find that no provision has been made in this Budget. I am sure the hon. the Education Minister will bring forward a supplementary demand at least to afford facilities for the poor girls so that they may not be taxed by the school teachers.

"Sir, it is after all education that has allowed me and other representa- 3-45
tives of the depressed classes to come to this Council and put forward the p.m.
several grievances and difficulties that stand in the way of our progress. If you want to remove the fungus that eats away the roots of our national progress, I think education must be broadcasted for it is the lever of education that could remove ignorance, and I request the Government to give as much facilities as possible to the depressed classes for educating themselves. Another important factor, Sir, which I should like to place before the House is that there is a great cry for residential high schools for us. To tell you one instance, the Nandanar school which was started some years ago has proved a success, and now it has become a higher elementary school, and I hope Government will not stand in the way of affording special facilities in the shape of building grants and boarding grants, and see that this institution is made a residential high school."

* Mr. K. R. KARANT:—"Mr. President, Sir, I shall try to offer a few humble suggestions as to how elementary education in this province can be improved and shall not take the time of this House in tackling larger matters like secondary or collegiate education. I find, Sir, from the budget of 1919-20 that only Rs 22 lakhs were spent on primary education out of a total grant of Rs. 128 lakhs; on the other hand, we find in the budget under discussion out of a total of about Rs. 243 lakhs under Education, Rs. 133 lakhs have been ear-marked for primary education. Roughly, Sir, it comes to one-sixth in the year 1920, but this year it comes to more than 50 per cent. It is now my purpose to show how this amount of Rs. 133 lakhs for primary education should be spent to the best advantage. I will not take the time of the House by finding fault with what has been done in the past, but will confine myself to this one point. It is my humble conviction, Sir, that if elementary education should spread and spread as largely as possible and that I think it is the object of every Ministry, there is no use in entrusting it to local bodies, whatever hon. Members might say. I say that, Sir, with some experience in the matter. I have been myself a municipal councillor for nearly 2½ years and I have taken a fairly active

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interest in its work. I shall cite only one or two instances. We are spending more than Rs. 30,000 for education in our Municipal Council. There were two Muhammadan schools—and by the way this will be of some interest to Muslim members of this House—which till recently were conducted as Muslim schools. When I went and inspected one school, for the whole of the past one year I found there were only about four pupils and two teachers, and in the other school there were three teachers and about 15 pupils. This had gone on for nearly two years without anybody noticing it. Then I made a proposal that there was no use having two Muhammadan schools and spending more than Rs. 100 a month on each of them. Consequently, one of the schools was at my instance changed into a general school for all boys. This was about six months ago. The other school however was retained as a Muslim school. As soon as my proposal was given effect to, there was a hue and cry raised by my Mussalman brethren. They said 'There were two schools solely intended for us, but there would be only one school now; we want both the schools for ourselves.' That is what they said, but yet I persisted, and the result is that within six months' time, in the school which was made a general school there are now 100 boys in all the classes, and we have also given them a third teacher. In the other school, which still continues to be a Muslim school, there are now four teachers and nearly 100 boys. I therefore request my Mussalman friends not to go by class interests and say 'No, no we cannot be satisfied until we have so many Muslim schools', but to see that real education is imparted in them. I have given only one instance which shows that in almost all the local bodies—I think I am fairly correct in saying that—most of the councillors and most of the members of the local bodies have neither the time nor the inclination to go and see the schools and find out whether the large amounts that are being spent on them are really well spent.

"Secondly, Sir, I know that during the times of elections—I will not accuse this party or that party, because in our district there are not many parties—most of these teachers are made to work for the elections of the—presidents of the local bodies. The result is this: If the teacher happens to be an active canvasser at election time, he can keep absent for any number of days and yet mark attendance all the same in the school. I do not know whether this is an out-of-the-way remark, because I find some hon. Members on this side dissenting from that view; but I think, Sir, it is fairly correct. In one instance, an Educational Officer told me that he visited a school and found the teacher having his legs on the table and having a smoke. He reported this matter to the president of the taluk board, but yet nothing was done. Then he told me 'What is the use of the educational inspectors going and inspecting these schools, as long as the authorities of the local bodies are not going to take any notice of these things'. In this particular instance, Sir, the teacher in question was a good canvasser at the election time, and it so happened that due to his exertions, the president of the taluk board got his seat. Therefore, I say that this is not the way in which elementary education can advance very much, and at any rate I myself personally have not much belief in it.

"Another point is that we find in most of the local bodies and taluk boards, the teachers are not paid their salaries properly. I know this is the case in one of the boards in my district. One teacher came to me and said 'for the last three months I have not had my salary.' I do not know

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exactly where the fault lies; but as long as the salaries are not paid to the teachers properly, even for two or three months, it is useless for the Government to give large amounts to the local bodies and at the same time say that elementary education is fast spreading. It is therefore my humble conviction, Sir, that there is no use, if really the Government want that elementary education should spread and spread most efficiently in our province, entrusting any longer this elementary education to the local bodies as now existing. My humble view is that in the elementary education councils also there is a system of diarchy because the elementary education councils are chiefly occupied with apportioning grants, and there is not very much real work for them; on the other hand, the local and private bodies are actually conducting the schools. It is my humble submission that the whole elementary education in a district should be taken away from the local bodies and that there must be a district educational council or board—whatever you may call it—which should be entrusted with elementary education and secondary education in the district. But, so far as elementary schools are concerned, a small body working at the headquarters of a district may not be able to deal with all the elementary schools in the district and so in their case I would suggest that the district should be split up into a number of panchayat areas—and not into taluk boards as is now the case—under the Village Panchayat Act of 1920 and the panchayats should be made to take over the elementary schools. The controlling authority may however be the education council. So far as the constitution of this council is concerned, my humble submission is that the teachers of the secondary schools in the district and in the colleges should be asked to come in by election for a certain number of seats, another portion of this body may be thrown open for people to come in by ordinary election or filled up by the panchayats as electors, and thirdly, there may be a few ex officio members like the Inspector of Schools, etc. . . .”

Diwan Bahadur P. KESAVA PILLAI:—“May I rise to a point of order, Sir?”

* The hon. the PRESIDENT:—“What is the point of order?”

Diwan Bahadur P. KESAVA PILLAI:—“Is the speech relevant to the budget, Sir? It is all about the constitution of a board.”

* The hon. the PRESIDENT:—“I understand the Government have published a draft Elementary Education Bill with certain provisions. The hon. Members of this House will be at liberty to criticise the principles involved in that Bill; but, at the same time, I may point out that they will have a more dignified opportunity to accept those principles or to reject them when the Government come up to this House with that Bill. In the meantime, they may not be well advised in utilizing the time of the House now until that Bill becomes the adopted policy of the Government.”

* Mr. K. R. KARANT:—“My humble submission to you on that point, Sir, is . . .”

* The hon. the PRESIDENT:—“I said that you were at perfect liberty to do that; but my advice is that you will have a more dignified opportunity to refer to it.”

* Mr. K. R. KARANT:—“What I started with was that the large amount of Rs. 133 lakhs is not properly spent, and I wanted to say something as to how best it should be spent in the coming year. I think that is a relevant

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matter, Sir, and I do not know whether I should really wait till the Bill comes before this House.

“Then, Sir, as regards finance, I do not think there will be much difficulty in allotting funds for this body, thereby promoting the cause of education. I have not very much more to add.”

* Diwan Bahadur P. KESAVA PILLAI:—“Mr. President, Sir, I have only a few remarks to offer. May I be permitted to express very great disappointment, in the first instance, at the fact that although the provincial contributions that were being given to the Government of India year after year were remitted to this Government for their own use, and although the people expected that more money would be given to the Transferred departments to be spent on education, sanitation, etc., not much money is being given to the Transferred departments. I understand, Sir—perhaps I am mistaken—that a major portion of this huge amount which was remitted by the Government of India is more or less absorbed in other departments, and not much of it is given to the Transferred departments. Now, Sir, that the hon. the Chief Minister is secure in his seat, I hope he will fight for a larger share of it. (A voice: Never.) He will, because he is so strong and is pertinacious, and I hope he will get a bigger slice out of the contributions remitted by the Government of India for being spent on the spread of elementary education in the country. Especially for the masses, education means so much good sanitation, so much power to resist the various kinds of oppressions that now prevail among us and so many other good things for the country. When the contributions were being regularly paid to the Government of India, we hoped for a better state of things after the contributions stopped; but we now find that the other departments are absorbing a greater portion of the money. We expect the Ministry will try to get a good portion out of the remitted provincial impost.

“I do not want to enter into the controversial subject of the local bodies not being quite competent to take care of elementary education in the villages; but, as regards what Mr. Muniswami Pillai said regarding the scholarships to be given to the depressed class students, I would urge upon the Government to relax the age-limit prescribed for the depressed class students. They now say that a depressed class student can get a free scholarship provided he is within 16 years. As a matter of fact, poor people, when they go in for education, do not go in for it at a very early age, and especially in the case of the depressed classes, they are more aged than the other boys when they go to the school. To fix an age-limit for them certainly works a hardship.

“One other thing I would urge on the hon. the Minister, and it is this: There is a certain policy of the Government by which they want to have middle schools in places where they can get a large number of boys. Especially in the backward Ceded districts middle schools are generally started in nooks and corners where there is no light of education at all. In certain places we have not got a sufficient number of pupils to satisfy the Education department, but there are boys—nearly 100 and more—craving for secondary education. When the people are anxious to get IV Form opened in those schools, the Government say to the district boards ‘You shall not’. As a matter of fact, there were two schools in which the people wanted to have the IV Form opened, so that their young children might

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not be sent long distances to get secondary education beyond the III Form, even promising to finance the experiment for three years and see if it would succeed. But the Government preemptorily ordered to close them.

"The people appealed to the district board which in its turn appealed ^{4 P.m.} to the Government to try the experiment and after a good deal of prayer and persuasion and cajoling the Chief Minister was pleased on the recommendation of Mr. Grieve to allow one school to continue its IV Form for this year and they are praying for an extension for the next year. Now memorials and resolutions from the people of two localities, Kalyandrug and Dharmavaram, are received and the Government are hesitating. Our district is a poor district and there are not schools in places which are about 50 and 60 miles distant from Anantapur. I would appeal to the hon. Chief Minister in the light of these conditions to grant the request. We are thankful to this Minister and his predecessors for opening two high schools. I submit the policy of the Government should be to encourage and not to discourage when the people are eager to have IV Forms to the middle schools. I would appeal to the Chief Minister. . ."

MR. S. SATYAMURTI :—"Is the hon. Member in order when he turns his back to the House?" (Laughter.)

* The hon. the PRESIDENT :—"So long as he addresses the Chair he is in order." (Laughter.)

* Diwan Bahadur P. KESAVA PILLAI :—"It is because the hon. Member has taken his seat there that he does not hear me properly. This is a modest request on behalf of the people and it is the duty of the Government to encourage the opening of IV Forms wherever necessary. We should be more thankful to the Directors, Mr. Littlehales and Mr. Grieve than the Ministers, because the latter act only when the former recommend. But I must admit that it was only after the appointment of Ministers was made an impetus was given to elementary and secondary education in our district. Well, let us get as much as possible from the Ministers. Now that the perpetual fear of losing his seat has disappeared, let me now appeal to the Chief Minister (laughter)—now that he has secured his position and is safe may I now appeal to him to satisfy the demands of the public in this Presidency."

MR. D. NARAYANA RAJU :—"Mr. President, in this connexion I wish to draw the attention of the Government to the unsatisfactory state of things in respect of text-books. I have in view particularly the text-books prescribed for elementary and secondary schools. This problem of text-books has got two aspects to be considered. One is its literary and the other is its business side. On the business side the persons affected by pursuing wrong methods are the authors, the printers, the publishers and the book-sellers. The authors to have their books approved by the Text-Books Committee have to dance attendance and curry the favour of the Text-Books Committee. When once the text-books are approved they have to secure the favours of the Inspector of Schools and the Headmasters. For all these things these authors have to adopt ways which self-respecting persons would hesitate to adopt.

"Now with regard to the printers the books printed in some presses have got a preferential treatment at the hands of the Text-Books Committee and the Inspectors. Some presses which are not in the good graces of the Government are tabooed. The books printed in those presses have no

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chance at all of being prescribed as text-books. I know of cases where proprietors of presses by ways which will not bear scrutiny get into the favour of the Government.

“With regard to publishers, books published in companies like Longmans, Green & Co., and Macmillan & Co. are readily taken as text-books. Books published in other presses have not such good chances irrespective of their merits. That is why books in vernaculars have got to be published by English companies. In some places school-masters act as publishers, book-sellers and get commission. Headmasters enter into contract with book-sellers and to keep the trade of the book-sellers they change the text-books year by year. Now these evils have—no one can dispute it—got a demoralizing effect on all those concerned in the sale; and they work hardship on the parents of the pupils concerned. The parents of these pupils have to spend large sums of money year after year to buy these books. When we remember the number of schools that make use of these text-books we will have an idea of the cost to which the public is put to in this connexion. In 1927 the number of schools in the recognized primary schools is twenty lakhs. If we put the price of the text-books used by each pupil at the moderate figure of one rupee, twenty lakhs have to be spent every year. When these primary schools increase which they are bound to do when compulsory elementary education is introduced by local bodies then the cost of text-books is bound to rise in the near future. Therefore it is necessary that a method be found by which books can be had at a cheap price. This evil is not without remedy if the Government are so inclined. I would suggest a simple remedy. They may prescribe books which have no copyrights reserved by the publishers or the authors. There are a lot of books both in the vernacular and in the English languages that have not copyrights reserved. They are very cheap because all presses print them. And hence there will not be all the evils which attend on these monopolist text-books. But one important objection that may be taken is that this system discourages authors and text-book writers. I submit that this difficulty comes only with regard to books on technical subjects. As regards literature, there are any amount of books. There are general classics which are available on the market at low prices.

“With regard to the literary side of the text-books prescribed, the present books are not suited to the political future of the country. Anything related to the patriotic feelings or to the love of the country has to be eschewed. The tendency on the part of the Government to proscribe such books is very harmful to the political future of the country. When people come to take their rights of self government, which they are bound to do sooner or later, they should be in a position to exercise their civic rights. Again, the text books that are prescribed at present have no bearing on the environment or on the past traditions of the people concerned. The contents of these books are out of touch with the traditions of the people to which these pupils belong. These scholars that receive their education are aliens in their household and they are neither useful to their parents nor to their country. Unless these text-books have got some connexion with the traditions of the people and to the literature that is loved by the people of the locality the sort of instruction given to the scholars at present would not be of any good to the people at large. Therefore I appeal to the Chief Minister to give his best consideration to this problem of text-books.”

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ஸ்வாமி A. S. சகஜானந்தம் :— “தற்போது ஜனப்பிரதிநிதிகளும் 4-15
 அரசாங்கமும் எங்களிடம் மிகவும் அனுதாபத்துடனிருக்கிறார்கள். தலை P.m.
 வர்களும் எங்களுக்குப் படிப்பு அவசியமென்று சொல்லுகிறார்கள்.
 மாகாண ஆட்சி விஷயமாக இந்தப் பேரவையில் விவாதம் நிகழ்ந்த
 போது, வரவு செலவு அங்கத்தினர் தாழ்ந்த வகுப்பினர் விஷயமாக
 ஐம்பது லட்சம் கேட்டாலும் கொடுக்கத் தயாராக விருப்பதாகத் தெரி
 வித்தார் : இதனால் எங்களுக்கு இப்போது தான் நல்ல காலம் பிறந்
 திருக்கிறதென்று சந்தோஷமடைகிறேன். இந்த சமயத்தில் எங்கள்
 கல்விமுறையைப்பற்றி சிலவற்றையே சண்டு குறிக்கிறேன். இவற்றை
 அரசாங்கம் குறைவா நடத்துமென்றும் நம்புகிறேன். எங்கள் வகுப்
 பில் ஆபிரத்தில் ஒருவர் எழுதப்படிக்கத் தெரிந்தவர்களாயிருந்தாலு
 மிருக்கலாம். ஆனால், ஜில்லாவிற்கொருவர் ஸ்கூல் பைனல் படித்தவ
 ரில்லை. இம்மாகாண முழுவதும் உள்ள எங்கள் வகுப்பாரில் ஒருவ
 ரையாவது பி. ஏ. வரைக்கும் அரசாங்கத்தார் படிக்கவைக்கவில்லை
 யென்று நிச்சயமாகச் சொல்லுவேன். இம்மாகாண முழுமையும் எங்க
 ளுக்காக ஒரு ஹைஸ்கூல்கூட ஏற்படவில்லை. ஜில்லாவிற்கொரு ஹை
 யர் எலிமென்டரி பாடசாலைகூட ஏற்படுத்தவில்லை. சாதாரண கீழ்தர
 மூலாதாரப் படிப்பும் சரியாகக் கொடுக்கப்படவில்லை. தற்போது நடை
 பெற்றுவரும் மூலாதாரக் கல்வியால் யாதொரு பயனும் ஏற்படாது.
 எழுதப் படிக்கத் தெரிந்துகொள்ளலாமே யொழிய அதனால் பிழைப்பிற்கு
 வழியில்லை. உயர்தரப் படிப்பின்மையால் குமாஸ்தாக்கள் முதலிய எழு
 த்துவேலைக்குப் போகமுடியாது. கைத்தொழில் கற்பியாமையால் தொ
 ழில் முறையுந் தெரிந்துகொள்ள முடியாமல் வருந்தவேண்டியதாயிருக்
 கிறது. ஆகவே, தற்போதுள்ள மூலாதாரப் படிப்பால் யாது பயன் ?
 ஒவ்வொரு பாடசாலையிலும் கைத்தொழில் கற்பிக்கவேண்டும். இந்தியா
 வில் எங்கள் வகுப்பார் இரண்டு வகை கைத்தொழில்கள் செய்வார்கள்.
 ஒன்று விவசாயம், மற்றொன்று தரி நெசவு, இவ்விரு தொழில்களும் மற்
 மத் தொழில்களும் பாடசாலைகளில் அவசிய பாடமாக வைக்கவேண்டும்.
 விவசாயம் கற்பிக்க ஒவ்வொரு பாடசாலைக்கும் நன்செய் புன்செய் உள்
 பட இரண்டு ஏக்கர் நிலமும், ஒரு ஏர் மாடும், கிணறும், தொழில் பரிந்த
 உபத்தியாயமும், கொடுக்கவேண்டுமென முன் கவுன்ஸிலில் யானொரு
 தீர்மானம் கொண்டுவந்தேன். அப்பொழுது வரவு செலவு மெம்பர் பண
 மில்லை யென்றார். அவரே தற்போது ஐம்பது லட்சம் கொடுப்பதாகத்
 தெரிவித்திருப்பதால் இது விஷயமாக உடனே கனம் லேபர் கம்மிஷனர்
 சிரத்தை யெடுத்துக்கொள்ளவேண்டும். கட்டாயக் கல்வியை உடனே
 அமுலுக்குக் கொண்டுவரவேண்டும். எங்கள் வகுப்பினர் மிகவும் ஏழை
 களாதலால் பகலில் ஒரு வேளைக் கூழையாவது உணவாகக் கொடுக்க
 வேண்டும். அதற்கு அதிக பணச்செலவிராது. பிள்ளை ஒன்றுக்கு அரை
 அணை அல்லது நான்கு காசுகளாகலாம். இது விஷயத்தில் அரசாங்கம்
 அதிக சிரத்தை யெடுத்துக்கொள்ளவேண்டும். சென்ற வருஷம் இது
 விஷயமாக கல்வி இலாகா மந்திரியவர்களைக் கேட்டதற்கு சில இடங்க
 ளில் செய்வதாகச் சொல்லியிருந்தார். ஆனால் அனுபவத்தில் நடைபெ
 ரக்காணேம். குழந்தைகளுக்கு இனுமாகக் கல்வி கற்பித்து வருவதோடு
 புத்தகங்கள், சிலேட் முதலானவைகள் இலவசமாகவே கொடுத்து வருகி

[Swami A. S. Sahajanandam]

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மேன். எந்தப் பிள்ளைக்கேனும் புத்தகம் வாங்கிக்கொடுக்கும்படிச் சொன்னால் உடனே பெற்றவர்கள் பிள்ளைகளை நிறுத்திவிடுவார்கள். இது என்னுடைய பாடசாலைகளினாலுண்டான அனுபவம்.

“இலவச உதவிகள் அவசியம்.—ஆதலால் இலவசமாகவே புத்தகம், சிலேட் முதலானவைகள் கொடுக்கவேண்டும். கிராமங்கள்தோறும் மேற்கூறிய முறைப்படி கல்வியைப் பரப்புவதற்கு முடியாவிட்டாலும் தனிப்பட்ட நபர்கள் வைத்து நடத்தும் பாடசாலைகளுக்கு கிராண்டு அதிகமாகக் கொடுக்கவேண்டும். சாதாரணமாக ஒருவன் உபாத்தியாயராவதற்கு எலிமெண்டரி போதனாமுறைகலாசாலையில் பயிலும்போது அவனுக்கு சமார் பத்து ரூபாய்கள் அரசாங்கத்தார் உபகாரச் சம்பளம் கொடுக்கிறார்கள். ஆனால் அவனே உபாத்தியாயராக வந்தால் மாதம் நாலு ரூபாய்களுக்கு மேல் ஆறு ரூபாய்களுக்கு அதிகப்படாமல் கொடுத்து வருகிறார்கள். எங்கள் பிள்ளைகளுக்கு சம்பளம் கேட்டால் பெற்றவர்கள் பிள்ளைகளை பாடசாலைக்கு அனுப்பமாட்டார்கள். ஆறு ரூபாய்களைக் கொண்டு உபாத்தியாயர் எப்படி காலந்தள்ளுவது? மாணவனுக்கும்கூட போது பத்து ரூபாய்கள் கொடுக்கும் அரசாங்கம் ஆசிரியன் ஆனபோது ஆறு ரூபாய்கள் கொடுப்பதானால் இதற்கு ஆச்சரியப்படவேண்டாமா? எப்படி கல்வி விருத்தியடையும்? உபாத்தியாயர்கள் சம்பளம் போதாமையால் ஜீவனத்திற்கு வெளி வேலைகள் செய்துகொண்டிருந்து பரீக்ஷைகாரி வரும் சமயம் பாடசாலைகளைத் திறக்கிறார்கள். இந்த நிலைமையில் இருந்தால் எப்படி கல்வி பரவும்? இதற்குக் காரணம் அரசாங்கத்தின் சிக்கனமல்லவா? உடனே தனிப்பட்ட நபர்கள் பாடசாலைகளுக்கு அதிக கிராண்டு கொடுக்கவேண்டும். ஸ்காலர்ஷிப் அதிகமாக கொடுக்கவேண்டும். மசூரிப்பட்டணத்தில் உள்ள ஹால்ஸ்டல் மாணவர்களில் இண்டர்மீடியேட் படிப்பவர்களுக்கு கல்வி இலாகா டைரெக்டர் ஸ்காலர்ஷிப் கொடுக்க மறுத்து விட்டார். லேபர் கம்மிஷனரும் சட்டமில்லை யென்கிறார். இந்த நிலைமையில் அரசாங்கத்தார் எங்கள் உயர்தரக் கல்வியில் எவ்வளவு சிரத்தைகொண்டிருக்கிறார்களென்பது புலப்படவில்லையா?

“ஒவ்வொரு தாலுகாவிலும் ரெசிடென்ஷியல் ஐஸ்கூல் (குருகுலம்) அமைந்த உயர்கலாசாலைகள் அமைக்கவேண்டும். அதற்கு அரசாங்கத்தார் பணமில்லையென்று சொல்லி விடுவார்கள். ஜில்லாவிற்கொரு உயர்தர கலாசாலை கல்லூரியாக ஏற்படுத்தாவிட்டாலும் தமிழ் நாட்டில் ஒன்றும் ஆந்திர நாட்டில் ஒன்றுமாக குருகுல உயர்தரக் கலாசாலையை அரசாங்கத்தார் உடனே அமைக்கவேண்டும். ஆகவே இலவச ஆரம்ப கலாசாலைகள் கிராமமெங்கும் ஏற்படுத்தவேண்டும். இடைவேளையில் உணவளித்தல்வேண்டும். புத்தகம், சிலேட்டுகள் இலவசமாகக் கொடுக்கவேண்டும். தனிப்பட்டவர்கள் பாடசாலைகளுக்கு அதிக கிராண்டுகள் கொடுக்கவேண்டும். உயர்தர கலாசாலைகள் ஏற்படுத்தவேண்டும். கலாசாலை மாணவர்களுக்கு ஸ்காலர்ஷிப்புகள் கொடுக்கவேண்டும். இலவச உணவு விடுதிக் ளேற்படுத்தவேண்டும். பரீக்ஷைகாரிகளும் தாழ்த்த வகுப்பாரிடம் அனுதாபமுடையவர்களா யிருத்தல்வேண்டும். அதிகாரிகள் ஊரார்வார்த்தைகளைக் கேட்டுக்கொண்டு பாடசாலைகளை எடுத்து வருகிறார்கள். இது விஷயத்தில் கல்வி இலாகா மந்திரியவர்கள் சிரத்தை யெடுத்துக் கொள்ளவேண்டுகிறேன்.”

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* The hon. Dr. P. SUBBARAYAN :—“ Mr. President, Sir, I am glad that there has been an opportunity to discuss the whole scheme of education from primary to university to-day. Considering that we have debated this question for a whole day, I am sorry that no constructive remarks have been given, except for a few, the exception being Mr. Karant who began to give some constructive suggestions with regard to elementary education but was asked by you to reserve such remarks for the introduction of the Elementary Education Bill. Mr. Harisarvottama Rao made some proposals which deserve consideration; but most of it he took from the report on Elementary Education made by the Special Officer who was appointed after I took charge of the office. Though Mr. Harisarvottama Rao is not a lawyer, he adopted the trick of the lawyer and flung back the proposals made by the Special Officer who was appointed for this purpose.

“ The hon. Member, Mr. Harisarvottama Rao, quoted in extenso passages both from the quinquennial report and the report on elementary education by Mr. Statham. They correspond with each other because both these reports were produced by the same officer. As pointed out by him, no doubt the single teacher school has not in any way advanced elementary education in the matter of making illiteracy less than it was before the Reforms. As my hon. Friend, Sir A. P. Patro, has explained, the one thing he had in mind when he was in charge was to spread education as rapidly as possible and for that reason he started a number of schools. If he had to do that with the amount of money at his disposal he had to rapidly advance the number of schools. But the object he had in mind was to have schools in every village with a population of 500 or more. With this year we would be having schools in all villages with a population of 500 and more. The next thing is consolidation. I quite admit, as Mr. Statham has pointed out, that single teacher schools do not advance the cause of education. If you have a school with a single teacher and there are 70 boys, naturally he will not be able to pay the attention that is necessary. Taking a single district, Chittoor, there are more than half the number of schools with a strength of 60 to 70 but having only one teacher. The next step is to try and have at least two or three teachers. Money has been provided in this year's budget so that some schools are going to get two teachers and others three. The consolidation which Mr. Harisarvottama Rao talked about has begun.

• “ He also talked about the schools under the various departments. That again has been pointed out by the Special Officer, but Mr. Harisarvottama Rao adopted it as his own for purposes of his criticism. I quite agree that it is rather difficult, especially when you want to introduce a system of compulsion for the whole province, that the schools should be under the various authorities. I have been trying for the past one year to see whether my hon. Colleague, the then Minister for Fisheries, and the hon. Home Member in charge of Labour schools would not hand over these schools to be managed by the Education department. That question has been made to lie over for some time. It is absolutely necessary that these elementary schools should be run by one single department.

“ The next point of criticism which Mr. Harisarvottama Rao made was the question of the number of schools for various communities. He himself partly answered that question and he said, that situated as we are in this country with different kinds of religion, etc., it is impossible to take away the schools. Here again Mr. Karant gave a constructive proposal and

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referred to what the municipal council of his place is doing. That shows that it would be very much better if the schools are consolidated into one single school. Then there will be saving of money as well as appointment of an efficient staff. But in the case of Mussalmans, I must say I sympathise with their claim in the sense that their religious instruction has to be in Arabic and there should be different schools of their own. In the case of other communities I hope it will be possible to have schools wherein all classes should be admitted including the children of the depressed classes.

"Mr. Harisarvottama Rao again talked of the improper staffing of the schools. I have said more than once that it is necessary to have a trained teacher in the elementary school, because the teaching given there is so important and the pupils should retain the instruction they receive there and it is therefore necessary that there should be trained teachers. But the advancement having been so rapid, it has not been possible to find trained teachers for all the schools. We are trying our level best and to a certain extent we have succeeded. He talked of education in Nandyal taluk board school. I have not heard of it before; I hope to see for myself what is being done at Nandyal which may be useful for being introduced into other schools.

"Another complaint made by Mr. Harisarvottama Rao and it was repeated by Mr. Kesava Pillai also, was that the funds at our disposal are not sufficient. But if I quote the figures that would be rather amazing. In 1920-21 the year before the Reforms, the education budget was Rs. 127.31 lakhs, and to-day the budget stands at 229.04 lakhs. And this education budget is second only to the revenue budget. The revenue budget is so large not because revenue is concerned but because the General District Administration also is concerned.

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"In that sense I do contend that there has been money allotted for education as rapidly as could be done and as Mr. Karant pointed out more than Rs. 133 lakhs of this sum is being spent on elementary education. So I do not think that the complaint that has been made that the Government have neglected elementary education will stand any examination.

"I will take next the question of secondary education. I admit that the report of the Committee on Secondary Education has been, like Charles' head cropping up every time. But unfortunately there was not only one committee. There was Sir Venkataratnam's Committee which report was again scrutinized by another Committee. Then there was a report on the Survey of Secondary Education by Mr. Statham and all these three reports have been conjoined together and are being considered. I hope that something will be done to put up proposals on these three reports.

"Now take the question of university education. Here again there has been rapid advance in the matter of sums that have been utilized. In the year 1920-21, the year before the Reforms, the sum that was spent on university education was 16.47 lakhs of rupees and to-day we have allotted as much as Rs. 27.52 lakhs. I often hear complaints that we are rapidly advancing university education. My hon. Friends, especially Members of the depressed classes, are never tired of reiterating that we are spending far too much money on higher education. My answer to that will be that unless we have a

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sufficient number of highly educated men the question of elementary education will never be really solved because unless you have teachers who are highly educated and who are able to impart knowledge in the proper sense of the term it will not be possible to advance elementary education as rapidly as we must. That is the only justification for spending money on university education. There are some elementary schools where there are graduate teachers. If hon. Members go round and find out they will know that it is a fact. I know of five or six schools.

"To take the question of Andhra University I know it has led to a great deal of dissatisfaction especially among the Members who come from the Andhra Desa. I may say that in the matter of the College at Rajahmundry as I explained to the Select Committee itself during the meetings of the Andhra University Committee we are quite willing to come forward with that scheme which would have cost us something like Rs. 11 lakhs if only the Committee had settled that Rajahmundry should be the headquarters of the University. But what happened? By a small majority that Committee decided to have Anantapur as headquarters. Even in the matter of Anantapur I told the Committee at that time that the people of the Ceded districts should not be frightened away by having Rajahmundry as the headquarters the Ceded districts would be neglected. I told them that the Government would develop the College at Anantapur to a first-class College so that in the end if the Ceded districts people felt that their interests would not be safeguarded by the Andhra University having its headquarters at Rajahmundry, they would have a university of their own. The Bezvada people and the Rajahmundry people vying with one another voted for Anantapur being the headquarters of the university. . . ."

Mr. G. HARISAVYOTTAMA RAO :—"May the hon. Minister canvass for votes for Rajahmundry?"

* The hon. the PRESIDENT :—"Certainly."

* The hon. Dr. P. SUBBARAYAN :—"I am sorry that hon. Members should have thought that I am canvassing for Rajahmundry. I am here speaking really as one interested in the advancement of the Andhra University. I shall put forward what I think will be to the advantage to the Andhra country if the scheme that I am adumbrating is adopted. . . ."

Diwan Bahadur P. KESAVA PILLAI :—"Is the hon. Member speaking as an individual or as a Minister?"

* The hon. Dr. P. SUBBARAYAN :—"I think my hon. Friend, Mr. Kesava Pillai, has been long enough in this House to know that if a Member of the Government speaks on the floor of this House he speaks as a Member of the Government and not as a private individual. As I said, that is the reason why it has not been possible to decide whether the Rajahmundry College should be built on Sappers Hill or on the Jail site. If of course the Council adopts the view of the Select Committee that Anantapur should be the headquarters of the Andhra University, the Rajahmundry College will be built on the Jail site. Then there would not be the same scope for development at Rajahmundry as it would be if Rajahmundry were to become the headquarters. Then the Government would have to think of the university which would have its headquarters at Anantapur."

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“ Another very important suggestion was made by my hon. Friend, Mr. Narayana Raju. Here I may frankly admit that I have been examining the question. I agree with most of the things he said. I do not know Telugu. I do know Tamil well and the last six months I have been spending reading some of the text-books that have been set for Tamil and I think my hon. Friend is quite right when he says that the question of publishers seems to play a greater part before the Text-book Committee than the question whether the text-book is proper to be read by pupils concerned. As a matter of fact I have brought this matter to the notice of the Director and what is more I have quoted chapter and verse from the Tamil books I have read and have been pointing out grammatical mistakes that occur in those text-books which are being taught to our little boys at school as literature. I am trying to see whether the Text-book Committee could not be taught its sense. I quite agree with Mr. Narayana Raju that it will be better if selection can be made from the classics, because then we will know where we stand. We know for instance that in Tamil there are great works which would be instructive to any pupils in schools. One of the things I have brought to the notice of the Text-book Committee is that they should as far as possible prescribe classical text-books. But I may say that there is one difficulty in this matter. I am sure hon. Members opposite will admit that it is necessary for pupils in schools to know also the colloquial language and that if we confine ourselves to the old text-books it will not be possible for them to understand the spoken language as it exists to-day. That is the reason why we have got to encourage also text-books written this day and it is this which is being taken into consideration. I hope next year at least there will be some improvement in the text-books that are being prescribed by the Text-book Committee even though they may take modern text-books they will take care to see that they come up to the standard they ought to. I am glad Mr. Narayana Raju laid special emphasis on this point.

“ My hon. Friend, Mr. Shetty, dealt with the question of unemployment. That of course is a question that is being considered on the report of the Unemployment Committee. I admit that one of the things that should be done as he mentioned is that higher education should be made more costly than it is to-day. But if it is done hon. Members opposite will be the first persons to come round and say ‘you are making higher education costly’. But if higher education goes on at the rate it is going, they themselves turn round and say that the unemployment problem exists. But may I point out that the question of unemployment will be more easily solved if our graduates take to other walks than that of Government employment? (Voices:—What walks?) Commercial life, Banking, etc. (Mr. S. Satyamurti:—Dehra Dun.) I hope when the time comes Mr. Satyamurti would think of sending his boy to Dehra Dun.

“ To take the special questions that Mr. Hamid Khan raised I do not agree with my hon. Friend, Mr. Biswanath Das, when he says that for a few pupils we ought not to have a Muhammadan College. The Government Muhammadan College has now been made a permanent institution because I think the best way we can get our Mussalman friends to agree with us would be when they feel that we are taking care of their interests. If they think that it is necessary for them to have a separate College I think it is but right that we ought to accede to that request of theirs. I am sorry that it has not been possible to open English classes during the last year. But we are

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eventually going to open both Philosophy and English classes in the Government Muhammadan College and for that purpose we are going to send three young Muslims to England in order that they may be in a position to come back and take these subjects in the Government Muhammadan College, so that Muhammadans can receive instructions from their own men.

"He also mentioned that persons who know Urdu language should be in charge of the Hobart Training School. But as I said in answer to a resolution proposed by my hon. Friend, Mr. Abdul Hye, there are no Muslim graduates in this province. If persons with qualifications are forthcoming from other provinces the Government will seriously consider whether they could not be appointed to be in charge of the Government Hobart School.

"Mr. Biswanath Das mentioned that the Financial Relations Committee recommended that one-eighth of the excise revenue should be given over to the local bodies concerned for the purpose of advancing elementary education. I was rather amazed at that remark of my hon. Friend because I thought that my hon. Friend is a staunch supporter of prohibition and if this is going to be done I do not know how he is going to get his ultimate object of prohibition because then there will be some local bodies who would want prohibition and others who would not . . ."

Sriman BISWANATH DAS Mahasayo :—"On a matter of personal explanation, Sir."

* The hon. the PRESIDENT :—"The hon. Member will kindly resume his seat."

* The hon. Dr. P. SUBBARAYAN :—"My hon. Friend, the Member for the University, is getting tired with what I have been saying. As I said, hon. Members have surveyed such a vast subject. . ."

* The hon. the PRESIDENT :—"It is the duty of the hon. Minister to keep the House in good humour."

* The hon. Dr. P. SUBBARAYAN :—"That is what I am doing; the hon. Member for the University alone seems to be tired. I end with what I began. The question of elementary education is really most important and as I have pointed out more than Rs. 133 lakhs are being spent to-day. It may be that the way in which that sum is being spent is not getting us the maximum amount of benefit. But that is what we must attempt. I hope it will be possible to get this sum spent in such a way that we may be able to dispel the ghost of illiteracy soon from this province."

* Mr. S. SATYAMURTI :—"Mr. President, Sir, my hon. Friend, the Minister for Education, began with elementary education and ended with elementary education. In the middle, we had a survey of secondary and university education. He referred to my hon. Friend, Mr. Biswanath Das. May I suggest to him very respectfully that we may refer to one another not by name but by the constituency we represent? The hon. Minister ridiculed the hon. Member from Ganjam by saying that he wants prohibition but at the same time he wants that one-eighth of the excise revenue should be given to education. It seems to me that my hon. Friend may think twice before he makes remarks which can be repudiated in less than half a minute. He knows as well as anybody else that we want prohibition. But we also want that in the meantime till prohibition comes, some of the excise revenue may

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be used in order to educate the people so that when prohibition comes it may become an accomplished fact with the willing consent of the people themselves.

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“ So far as elementary education is concerned my hon. Friend was very pleased with the progress so far achieved and with the fact that we are spending nearly twice what we were spending in the pre-Reform days. I do not grudge him such small satisfaction as he may derive from it, but I do suggest to him to consider whether the field of education yet to be covered is not so vast that almost any conscientious Minister must feel staggered at the prospect. Mr. President, Sir, I have nothing to do with the Simon Commission; but my friend is very much concerned with them. Now, one of the terms of reference for that Commission, under the Government of India Act, is the progress of education in India. What is the achievement of my hon. Friend in the matter of the progress of education which he is going to place before the Commission? Sir, I shall not be so uncharitable as to suggest that he wants to minimise the value or the extent of his own work. But I do suggest to him that unless he takes up a big programme of rapid and at the same time efficient expansion of elementary education, this country will never have Swaraj, broad-based on the willing consent of and for the lasting benefit of the people of India. Mr. President, next and next only to Swaraj, education of the people of the country is the most important and difficult problem before us. But, Sir, has he ever considered that adult education must be taken up earnestly on a large scale before we can tackle the problem of the colossal ignorance of our people? At the rate at which our elementary education is progressing to-day, it will take another fifty years or even more before our people get anything like universal elementary education. Unless there are agencies at work to promote adult education, we shall never solve the problem of mass education satisfactorily. I am afraid the hon. the Education Minister has never applied his mind to the problem of adult education, for example, sometimes by the liberal use of lectures, moving trains and cinemas. The use of such means for the purpose of instructing people is resorted to in other countries like Canada and Australia to such great advantage. But, of course, they have the advantage of having self-government with Ministers responsible to them. Then, Sir, has he ever looked at the quality of the elementary education given to our people? I am glad my hon. Friend found time to read some Tamil text-books prescribed for the elementary schools. Sir, in my school days many years ago, we used to read அறஞ்செய் விரும்பு, ஆறுவது சினம், ஈவது விலக்கேல், etc., things which remain with us all through life; which govern our moral conduct and remain a source of spiritual inspiration. But to-day, we have in the text-books கண்ணில்லாதவன் குருடன், காதில்லாதவன் செவிடன், காலில்லாதவன் நொண்டி. That is the kind of intellectual stuff on which our young hopefuls are being fed. (Laughter.) That, Sir, is because Messrs. Macmillan & Co. and Messrs. Longmans, Green & Co. have got powerful agents going about in motor-cars—I do not suggest to the Minister—visiting the powers that be, visiting all those with whom patronage lies. Not only that. We have these text-books changed year after year and the poor harassed parent has got to buy new books almost every year. Sir, in my days, the books that I purchased were useful to my brother and they were also useful to another brother. But nowadays it is all topsy-turvy and every year new books are being prescribed. You must have again note-books

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galore. Slates and slate pencils are out of date. You must have innumerable note-books on which little children are made to write and these note-books have become a weariness to the flesh of the children and to the poor purse of the parents.

"Then, Sir, was any national orientation or instruction given in elementary schools so as to make school-life here a preparation for the life after? I do not think my hon. Friend will say—as his predecessor has once done—that he cannot understand national education. I am sure he understands what I mean by it. The school must be a microcosm to the macrocosm of national life outside the school itself. It can be done and it ought to be done. To-day we are spending too much money on inspection and too little on real education. I would like my hon. Friend to see whether he cannot spare more money for the rapid expansion of real education. We cannot rest satisfied with the progress we have made; we must go forward. While on this, may I say one word? My hon. Friend asked for constructive suggestions. May I make one? In the Madras Corporation we are working the Corporation Compulsory Education Act. The question of compensation to teacher-managers comes up almost at every meeting. The teacher-managers are a real bug-bear to most of us. They also came to my hon. Friend, I am told. Sir, there is an anomaly in the wording of this Act. I can understand free education; I can understand compulsory education; but I cannot understand why parents who can afford to pay fees for their children should be compulsorily prevented from paying fees. In Madras, Sir, under the Compulsory Education Act, if my hon. Friend's son is sent to the Corporation school, he shall not pay fees. If he pays anything to the school-master, it will be illegal gratification. That seems to me to be an absurd provision in law. In Madras, there are many parents who can afford to pay fees for the education of their children. Why not therefore make education free only in the case of people getting less than Rs. 50 a month, so that the benefit of free education might be extended only to those who deserve that education by their poverty?

"Then, Sir, I am told that local bodies wanted one-eighth of the Land Revenue instead of the Excise Revenue to be utilized for elementary education; but Government did nothing. Sir, I fear I will be treading on delicate ground if I talk of District Educational Councils. I am one of those who are against these *ad hoc* bodies being created. The control ought to be placed in a single unified body. Now it seems to me therefore that the hon. Minister can do nothing better than take up this problem of elementary education including adult education and giving as much time and money to it so that sooner or later when he vacates office—as vacate he must one day—he may have the satisfaction of having done something to promote the quantity and quality of elementary education in our province on which alone true national life can be built in this part of the country as in any other part of the world.

"As regards secondary education, Sir, my hon. Friend has said that the report is there. But, Sir, my difficulty is this. Secondary education will lead to no result until the medium of instruction is the language of the pupils and of the teachers. It seems to me, Mr. President, to be unnecessary to prove that proposition in any country except in our so-called civilized country. Is there a single country in the world except India where boys and girls are taught in their schools and colleges in a language which is

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foreign both to the teacher and the taught? The teachers talk in most cases incorrect English; the students learn incorrect English. Both have forgotten the correct use of their mother-tongue. They can use neither English nor their mother-tongue, nor can they speak in either with fluency. It seems to me, Mr. President, the time has come when the Government must take courage in both hands and, if they claim to be Indian, if they claim to be responsible, they must make the mother-tongue the medium of instruction and examinations in all schools, making the study of English or French or any other modern language an optional subject. That can be done and ought to be done. If it is not done, we shall have only those specimens whom we see here and elsewhere who can neither speak in the official language of this country nor in their mother-tongue.

“Then Sir, my hon. Friend dealt with the problem of unemployment somewhat facetiously. I am pained to see it. I do not know if he realizes that to-day in Madras there are graduates, honours-men, men who have taken degrees in arts and law, willing to sell themselves for Rs. 30 and Rs. 25, a salary which no decent chauffeur or cook would care to look at? These are matters which must be looked into. Government appointed an unemployment committee and that committee suggested that the problem will be solved by people taking to other avocations. My hon. Friend repeats that statement. Where are the other avocations?”

MR. ABBAS ALI KHAN :—“Crying, Simon go back.”

MR. S. SATYAMURTI :—“Sir, my hon. Friend must not be a buffoon all the time. There must be some limit even to his buffoonery. In Ramnad he can prosecute criminals and try to make himself cheap. I do suggest Mr. President, when we are discussing serious problems my hon. Friend must not forget himself and make cheap jibes. Sir, all people cannot become Public Prosecutors of Ramnad district and be rewarded for their loyalty and extra loyalty. No, Sir, it is far too serious a matter to be trifled with, and I will not be trifled with by any Member, not even by the Public Prosecutor of Ramnad. Joking apart, I do suggest, Mr. President, Government will have to solve this problem in all earnestness. Sir, the problem of poverty in this country is so vast, that when a rich Muhammadan distributes alms, people in hundreds and thousands crush one another and a number of them perish. Yet, my hon. Friend, a Mussalman, jokes and talks of ‘Simon, go back’. Yes, Sir, Simon must go back and Abbas Ali’s must go too. Till then this problem will not be solved.

“I want to say one thing more on the question of University Education. I would suggest to my friend the Chief Minister that the only way to promote real university development is not to go on multiplying universities in the belief that somehow the State will get unlimited resources. The Andhra University is an accomplished fact. I have no doubt, Sir, that when the Andhra University is worked with proper resources, it will be an example to the other universities of India. So far as the Tamil University is concerned, I will suggest to my hon. Friend to think not once but many times before creating fresh affiliating universities. We have no room for any more affiliating universities in Madras. If, for example, at Chidambaram, owing to the munificence of that distinguished member of the Nattukottai community, Sir Annamalai Chettiyar, we are able to get some lakhs from him, I shall certainly vote for a residential university,

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which may become the Oxford or Cambridge of India. But let us not have an affiliating Tamil University. Being here as the representative of the Madras University myself, I must also complain that we have not got as much grants as we would like to have. They have given us some grants, but they ought to give more. Otherwise my constituency will blame me and tell me : 'the Andhra University are asking for more money; why don't you ask?' Even in the matter of university development we must see that as much money as is necessary is spent. I entirely agree with my hon. Friend that we cannot solve the problem of elementary education without first getting the right type of University education.

"I will only close, Mr. President, by saying that the problem of education is large enough. I do suggest to my hon. Friend to tackle it most earnestly. There is an element of unreality in this debate. My hon. Friend knows it; he knows that this motion will not be pressed to a division and if it is pressed he will win. That is why he has answered us in the usual general budget discussion fashion point by point; he will do this, he will do that. In spite of that I appeal to him, because I know he loves education, to do something even over the head of the Director of Public Instruction—not only to bring matters to his notice, for I can also bring matters to his notice—to sit on him and get these things done. With these few words, I appeal to my hon. Friend to pay his earnest attention to these points."

The motion was put to the House and declared lost.

A poll was demanded and the House divided as follows:—

Ayes.

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| 1. Mr. Sami Venkatachalam Chetti. | 13. Mr. K. R. Karant. |
| 2. " S. Satyamurti. | 14. " C. Obi Reddi. |
| 3. " P. Anjaneyulu. | 15. " A. Parasurama Rao. |
| 4. " J. A. Saldanha. | 16. " C. Ramasomayajulu. |
| 5. " C. S. Govindaraja Mudaliyar. | 17. Basheer Ahmad Sayeed Sahib Bahadur. |
| 6. " G. Harisarvottama Rao. | 18. Mr. P. Bhaktavatsala Nayudu. |
| 7. " C. N. Muthuranga Madaliyar. | 19. Sriman Biswanath Das Mahasayo. |
| 8. Abdul Hamid Khan Sahib Bahadur. | 20. Mr. A. Kaleswara Rao. |
| 9. Mr. K. V. R. Swami. | 21. " R. Srinivasa Ayyangar. |
| 10. Muhammad Moera Ravuttur Bzhadur. | 22. " L. K. Tulasiram. |
| 11. Mr. D. Narayana Raju. | 23. " C. Venkatarangam Nayudu. |
| 12. Dr. B. S. Mullaaya. | |

Noes.

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|---|---|
| 1. The hon. Sir Norman Marjoribanks. | 22. Subadar-Major S. A. Nanjappa Bahadur. |
| 2. " Khan Bahadur Muhammad Usman Sahib Bahadur. | 23. Mr. K. Krishnan. |
| 3. " Mr. T. E. Moir. | 24. " N. Siva Raj. |
| 4. " " M. R. Setratnam Ayyar. | 25. " M. V. Gangadhara Siva. |
| 5. " " S. Muthiah Madaliyar. | 26. Rao Sahib L. C. Guruswami. |
| 6. " Dr. P. Subbarayan. | 27. Mr. V. I. Maniawami Pillai. |
| 7. Rao Bahadur C. V. Ananthakrishna Ayyar. | 28. " W. P. A. Soundarapandia Nadar. |
| 8. Mr. H. A. Watson. | 29. " S. V. Vanavudaya Goundar. |
| 9. " G. T. Bosg. | 30. " S. Venkayya. |
| 10. " A. McG. C. Tampoe. | 31. " M. A. Manikkavelu Nayakar. |
| 11. " S. H. Slater. | 32. " C. R. T. Congreve. |
| 12. " C. B. Cotterell. | 33. Rajkumar S. N. Dorai Raja. |
| 13. " P. J. Gnanavaram Pillai. | 34. Mr. S. Arupudaswami Udayar. |
| 14. " R. Foulkes. | 35. The Zamindar of Kallikota. |
| 15. Abdul Wahab Sahib Bahadur. | 36. Swami A. S. Sahajanandam. |
| 16. Abbas Ali Khan Bahadur. | 37. Rao Sahib R. Srinivasan. |
| 17. Sayeed Ibrahim Sahib Bahadur. | 38. Mr. V. Ramjee Rao. |
| 18. Mr. H. B. Ari Gowder. | 39. The Raja of Panagal. |
| 19. " A. B. Shetty. | 40. Rao Bahadur Sir A. P. Patro. |
| 20. " J. Bheemayya. | 41. Diwan Bahadur M. Krishnan Nayar. |
| 21. " Muppil Nayar of Kavalappara. | 42. Abdul Razaek Sahib Bahadur. |

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Neutral.

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| 1. Diwan Bahadur P. Kesava Pillai. | 5. The Zamindar of Seithur. |
| 2. " R. N. Arogyaswami | 6. Mr. T. C. Srinivasa Ayyangar. |
| Mudaliyar. | 7. The Zamindar of Gollapalli. |
| 3. The Raja of Ramnad. | 8. Mr. T. K. Chidambaranatha Mudaliyar. |
| 4. Mr. R. Nagan Gowda. | |

Ayes 23. Noes 42. Neutral 8.

The motion was lost.

The Demand was put to the House and carried and the grant was made.

* The hon. the PRESIDENT:—"I have to inform the House that His Excellency the Governor has fixed the 28th also for further demands and any other official business in addition to the 29th March 1928 which has already been allotted by His Excellency for further demands only.

"The Council will now adjourn and re-assemble on Monday at 11 a.m."

R. V. KRISHNA AYYAR,
Secretary to the Legislative Council.

வாய்மையே வெல்லும்
TRUTH ALONE TRIUMPHS